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ABSTRACT

Physical activities, games, teaching methods, sports, and other topics concerning the physical education of students from kindergarten to eighth grade are discussed in this collection of 33 papers. (CJ)

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Contemporary Elementary and Middle School Physical Education Conference

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January 17-19, 1980
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* * *

A special thanks is given to the leaders of the sessions for the time spent in preparing for these sessions and for sharing many creative ideas.

* * *

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University of South Carolina

Cognitive Content
Teaching Through Movement Experiences

At the outset of this presentation it seems necessary to justify a rationale for including the teaching of cognitive content in physical education. For years physical educators have been busy developing a body of knowledge and concentrating their efforts on the total developement of children (cognitive, affective and psychomotor) through their unique medium of movement. As a result, the though of adding another task to an already heavy load has been repulsed. Physical educators have become defensive.

Yet, in recent years there has been an increasing amount of research evidence showing the efficacy of integrating academic subjects with movement experiences for children. Rationale for teaching academic subjects in active learning situations include learning by doing; learning the abstract through concrete experiences; and learning because of increased motivation.

On one side is the teacher who must make a decision about the curriculum and what he/she wishes to include in it. On the other side is the child who desires to be taught in the most meaningful way possible.

One decision to be made is to separate all subjects as taught to children. The programmed curriculum might include reading 8:00- 9:00,math 9:00- 9:30, recess science 9:45- 10:15, art 10:15- 11:00, etc. However, in reality it doesn't work that way. In most instances it is difficult to separate our given subject unless working on the bare tools or concepts. In social studies one must utilize reading skills; mapping in geography includes space awareness and measuring concepts from mathematics; science and mathematics in many instances are interchangable; and art and music experiences include the application of design, flow, time, etc. Indeed, the visual arts curriculum integrates language arts and the performing arts. The literature is replete with books on gaming techniques for mathematics, science, etc.; learning through play; simulation techniques that enhance self-concept, problem solving, business economics and law concepts. To remain in the gymnasium in isolation and in alienation with the classroom teachers and other school cubjects is to choose a path which allows only limited acceptance of the physical education teacher and physical education as a school subject. To remain on the fringe is a mistake.

Another decision to be made is to develop an interdisciplinary arts curriculum to teach the whole child. In such instances art, music and dance are the core subjects and become the basis for teaching language, mathematics science, and social studeis. The success of such programs as Interdisciplinary Model Programs in the Arts for Children and Teachers (IMPACT), Dancers in Schools and the InterdisciplinaryAesthetic Education Center in River Falls, Wisconsin are well documented. The first too programs are granted by the National Endowment for the Arts and include artists, mucicians and dancers working in schools with teachers and children. The later pregram is a college curriculum at the University of Wisconsin - River Falls who is preparing teacher with an interdisciplinary emphasis. Personally the approach sounds great, but for those who don't have access to a grant program, and interdisciplinary curriculum or are less committed to a program of total academic integration, there is a third alternative.

Why not use the teachable moment? That is to say that among the many things we are already doing in our regular curriculum, there are a vast number of examples in which we could relate the concepts, games, dances, gymnastics activities, etc., in physical education to concepts associated with each of the academis disciplines. Just think of the many opportunities one has daily in a movement setting to measure; keep score; develop space awareness; present the history or origin of a game or dance test a science concept; appreciate an aesthetic pose, form or body shppe; etc. The opportunity to relate academic concepts is endless and is limited only by the teacher's commitment to find out what the children are learning in the classroom and willingness to develop their lessons so as to incorporate some of the academic concepts in their movement themes. Yes, it does take some extra work, but no more than a team of classroom teachers who coordinate their efforts on a regular basis to unify the experiences of a particular learning unit.

Peter Werner
Ginny Guest
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Approaches to Teaching Cognitive Content Through Movement Experiences

There are three basic approaches which can be used to enhance learning through movement experience. Each of there approaches are explained and specific examples are provided.

The first approach is the inclusion of physical activity in teaching academic subjects. Every aspect of the elementary curriculum can effectively be supplemented with movement experiences. This can be effectively accomplished through communication with the classroom teacher reviewing curriculums and reading textbooks. Specific examples of the concepts and the subject matter follow:

Language Arts: Synonyms, Antonyms, Homonyns[3], Compound Words[3], Spelling[3], Reading Readiness[3], Listening and Speaking[4], Reading and Writing[4], Non-verbal Communication[4].

Math: Math Readiness[3], Whole Numbers and the Metric System[4], Counting[3], Computation[3], Measuring and Graphing[4], Geometric Shapes[3].

Science: Plants[3], The Body[3], the five Senses[3], Weather[3], Animals[3], Machines[3], Electricity[3], Magnets[3], Matter[3], Stability[4], Levers[4], Newtons Laws of Motion[4], Production Application, Absorption of Force[4], Sound[4].

Social Studies: Natural Resources[3], Transportation[3], Cultures[3], Occupations[3], Holidays[3], Government[3], Living and Working Together[4], The Earth[4], Our Country's Heritage[4].

Arts: Shapes[3], Materials[3], Textures[3], Color[3], Symmetry[3], Music - Beat, Accent Meter, Melody, Even and Uneven Rhythms, Dynamics, Form[4], Art - Body Awareness, Spacial Awareness, Line, Shape, Form, Design and Composition[4].

The Piagetian method deals with structuring movement experiences in con-

junction with the developmental stages children pass through in the development of their cognitive abilities. It is generally accepted that intelligence exists before language and Piaget contends that it is basically founded on sensory perceptions and movements he has previously encountered. He is firmly convinced of the role of movement in the development of intelligence and emphasizes the fact that children learn best from concrete activities which are best carried out through movement. Specific examples and concepts follow:

Memorization: Can You Do It?[1], Where Did He Go?[1], Remembering Letters[1].

Categorization: Types of Shapes[1], How Many Categories?[1], Watch the Shapes[7].

Conservation of Matter: Conservation of Numerical Correspondence - Tire and Bean Bag Games[8], Find a Ball[8], Corks and Things[8], Flying Saucers[8], Conservation of Quantity - Objects in Spaces[8], Jump Rope Activities[8], Shapes and Sizes[8], Flutterboards[8].

Numbering: Bottle and Jars[8], Jump and Teach, Races[8], Get It[8], Stack Them[8]. Composition of Classes - Blonds, Brunettes and Redheads[8], What's the Difference?[8], Round and Not[8], Red Rover, Red Rover[8].

Assimilation: Practice of Exercise Play[8], Symbolic Play[8], Games with Rules[8],

Problem Solving: How Many Ways?[1], United Nations[1].

The final approach is the Perceptual - Motor method. Every child can benefit from a well - planned program of meaningful motor activities leading to the optimal development of his perceptual abilities whichare necessary for academic success as well as movement efficiency. Movement activities are specifically designed to develop body image, selfswareness, laterality, sense of direction, kinesthitic and tactile perception skills, as well as auditory and visual perception dkills. Also, the ininclusion of activities which build self - awareness and self- concepts is and integral part of the curriculum. Activities and specific examples follow:

Pre-Reading Skills - Line Tracing[7], Fing the Animal[7], Run for the Word[7], Find the Word[7].

Writing: Walk the Letter[7], Hear, See, and Find the Letter[7], Letter Shapes[7].

Balance: Move and Freeze[7], Walk and Tightrope[7], Spin the Top[7], Balance Beam Activities[6], Jump and Land[10].

Kinesthetic and Tactile Perception: Poison[6], Rush and Tug[6], Electric Shock[6], Bounce, Turn and Catch[6]. Visual and Auditory Perception - Jump the Shot[6], Figure Relay[6], Ball Pass[6], Policeman[6].

Body Concept: Move Along[6], Come with Me[6], Mirrors[6].

Coordination: Eye - Hand and Eye - Foot: Follow the Footprints[7], Wand Balance[1], Hula Hoops[7], Carpet Squares[9].

Body Image: Body Outline[7], Follow the Shadow[7], Puzzles or Manikins[9], Pipe Cleaner Figures[9], Chalk and Mirror[9], Felt Board[9].

Figure Grand: Buttons[9], Paper and Pencil Activities[9], Ladders9. Golf Tee Board[9].

Ocular Pursuit: Ball Catch [10], Marble Track[10], Form Perception - Tachistoscope[1] and Slides[9], Golf Tee Boards[9].

Visual Pursuit: Metraname[9], Flashlight[9], Swinging Ball[9].

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Children's Games - Research and Current Thought

As a professional physical educator interested in the quality of the lives of our country's children and adults, I have a deep concern regarding the struc-

ture and framework surrounding the games ourcchildren play. As children enter school they are filled with excitement and enthusiasm which quite naturally boils over into the the physical education setting. Ask a group of kindergarten children who can bounce a ball, jump a rope or fly, and each one will burst out in an attempt to show you first. By the time these same children reach the fifth or sixth grade, the enthusiasm is much less obvious. Perhaps because realism has affected the children (the gifted have been identified, the clumsy have also been identified and told so over and over) or because of a variety of other reasons (other interests, adult control, peer pressure, economic, etc.) the games of children become tainted and approached with much less enthusiasm. Children get channeled into conventional games and because of specialization of leagues at higher and higher skill levels many children drop out (of the children who enter sports at 6 - 9 years old, there is an 85% drop out rate by age 14). Subsequently, by adulthood, many people have lost their ability or desire to play. Because of a work ethic, play and games enter a "coke" philosophy stage - the pause that refreshes. For others, play becomes a sedate activity derving pleasure from watching others perform. This seesm to be a rather sad commentary for a profession which values play and movement to enhance a quality of life (health, fitness, aesthetic awareness, attitudes) throughout life. Do we physical educators contribute to this syndrome in adulthood by providing children a poor play experience? Would a better play experience in childhood contribute toward an adult who lives life more fully - including playing more?

Being perplexed, I have done some research in an effort to establish a more firm set of beliefs concerning my values toward play for children. It is some of these fidnings that I wish to share with you in this presentation.

School - A place or Time of Rest and Leisure

The term "school" derives from the Latin schola and the Greek skhole, which originally signified "a halt", and indicated the place or time of rest and leisure. Originally the concept of "school" connoted the way one spends one's free moments, his leisure time, his play. School is the playground of his ideas, To know is to play and to play is to know. Play is child's work.

The Elements of Play

There seems to be three elements which differentiate play from work. First, is a matter of choice or locus of control. Chidren must have the freedom to make choices, exercise divergent thinking abilities and execute problem solving strategies. In environments in which adults make all of the choices children are discouraged from play. Second, play must be internally motivated rather than externally motivated. Recent research by Thomas and others has shown that children who play for rewards often stop their behavior when the rewards are removed. Children should be able to experience the sheer joy of movement for its own pleasurable reward. Children should be free to fantasize, role play, make believe and manipulate conditions that produce unpredictable outcomes. True games involve these conditions.

Benefits of Play

Children who experience a variety of play forms are more imaginative and dramatic in their free play. Children who play for long periods of time divising novel situations and interactions appear to be more creative, more intelligent and able to invent solutions more effectively to daily problems and school related tasks. The play of children allows for opportunities to actively explore, investigate and manipulate features of the adult world. As the child assimilates he grows more aware and complex as he gains mastery and a sense of competence.

Children learn to strive to understand relationships between people, objects and their environment.

Concern and Recommendations

A review of the literature indicates that there are plenty of people studying children's play - early childhood educators, recreation specialists, motor learning specialist, sports psychologists, etc. Unfortunately, few are elementary physical educators. Are we so busy with the games (the product) and scores that we haven't taken time to study the effect of games and play on children? Recently we have seen developments in cooperative games for children (Orlick) a Youth Sports Guide (AAHPER) and the New Games Federation, But that is not enough, we as physical educators need to be process oriented. We have to study the effect of games and play on the physical, emotional, ,social and cognitive development of children. My contention is that as we learn more about play and games we as physical educators will guide children toward an adulthood which allows them to live life, every golden moment of it (old Budweiser commercial). By understanding play we will turn kids on and keep them turned on. Attidues of participation, fun, success, relaxation will contribute toward a quality of life and culture in adulthood.

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Playing Games - Developing a Framework for New Games

In recent years the structure of children's games has gone through many changes. Each new approach has its own way of describing the teacher - subject area - learner lrealtionship. For the purpose of the presentation, it is important to clarify what our beliefs are regarding this relationship, and at the same

time show ho selecting appropriate games, consistent with out beliefs, should complement the chosen structure.

When the teacher accepts the responsibility of educating children, regardless of subject area, he or she has accepted the responsibility of the whole child. This means that in physical education we need to address ourselves to developing strong, healthy, skilled, efficient movers; but also to developing behavior in the cognitive and affective domains. Knowledge of strategies, decision making, healthy attitudes toward winning and losing, social skills and self confidence areamong these behaviors.

We must recognize that each student is a unique individual, capable of making intelligent choices. Our challenge, as physical educators, is to create an environment which allows for maximum participation and success in activities carefully designed to meet these needs.

In selecting game experiences to be used in a program which subscribes to these beliefs, we must choose from games and game formats which will lead us and our students to our goals. These are to be found among the various approaches which have been developed through the year. We have, therefore, made an attempt to classify these approaches, so that, while being eclectice we will be aware of the focus of each approach. The main focus of this presentation will be to describe the following classifications and show hw the games contained within them are or are not consistent with our beliefs about education and the child.

Games Classification:

I. Traditional Approach or Unit Approach
II. "Wide Width of Acceptability" Games
III. Educational Games
IV. Conceptual Approach to Games
V. Games Analysis
VI. New Games and Non-Competitive Games

I. Unit Approach

A. Defined - Games which are taught together in a given unit because they are similar in structure or subject matter, i.e., tag games, circle games, dodge ball games, soccer games, etc.

B. Components: These games are traditional in nature. They generally have a very structure framework of positions, rules, formations, and equipment. All decisions concerning the games compoents are controlled by the instructor.

C. Examples of Games: Paddledore[1], Florida Ball[1], Basketball Dribble Tag[1], Basketbowl[1], Mystery Man[1], Flag Football[1], Gator Ball[1], Beater Go Round[2], Caboose Dodgeball[2], Circle Skip Tag [2], Hockey Golf[2], Red Rover[2].

II. "Wide Width of Acceptability" Games

A. Defined: Game formats which can be utilized to practice any number and combination of movement concepts with regard to many different levels of player ability. They are appropriate for elementary school and handicapped children in either physical education or recreation settings.

B. Components applicable: Each game consists of a format containing two teams, which are not described in the traditional sense of offensive or defensive roles. The participants in these games are referred to as manipulating and locomoting team members because of the primary task each attemps to complete.

When the signal to start play is given the locomoting team performs a locomotor task while the manipulating team performs a manipulative tasks. The scoring system is based on which team carries out its task first. In this way it seems that both cooperation and competition are fostered simultaneously. Both the locomotor and manipulative skills should be chosen with regard to the needs and capabilities of the group to assure successful participation.

Other components which may be manipulated by the instructor are chosen by the group are duration of the activity (fitness aspect), types of manipulative objects used, and rules, should they be needed.

Examples of Games:

Aerobic Line Game[3], Aerobic Field Game[3], Think, Blast, Move[3].

III. Educational Games

A. Defined: Games or game like situations designed to meet the specific needs of a child or group of children during the process of learning movement themes. The educational games approach is concerned more with the process of learning and understanding the relationship between movement skills and movement concepts with regard to their implementation into a game or game like structure.

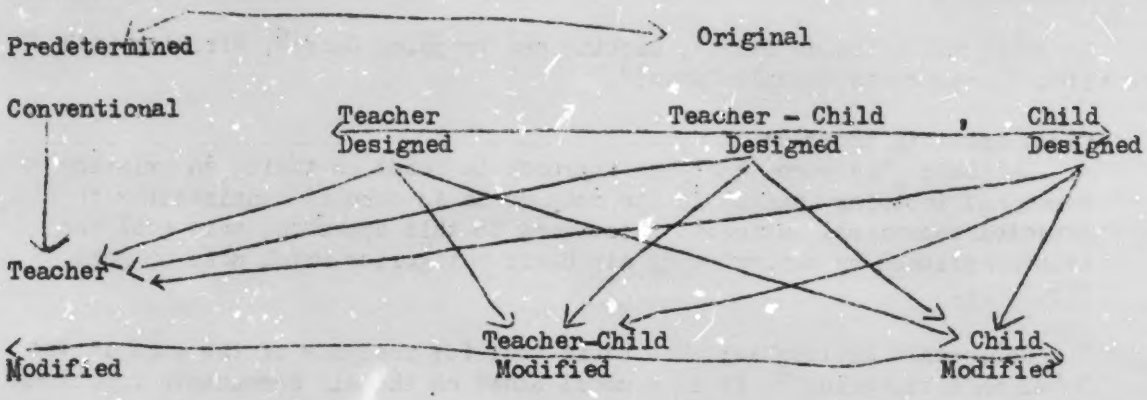
B. Compoents Applicable: The concept of games is presented through a progression, based on the movement theme, from simple to complex.

Movement Themes (in order of prgression)

Theme I	Awareness of the Body
Theme II	Awareness of Space
Theme III	Awareness of Weight and Time
Theme IV	Awareness of the Flow of Movement
Theme V	Awareness of Simple Relationships
Theme VI	Awareness of the Body (with emphasis on specific locomotor and non-locomotor patterns)
Theme VII	Awareness of Space (with emphasis on pathways and levels)
Theme VIII	Awareness of Time, Weight, and Space Combinations
Theme IX	Awareness of Complex Relationships (cooperative and competetive in nature)

In the educational games approach a smooth transition from game - like play to game play should emerge, with the children influencing how fast this transition takes place. Both the conventional and original game forms are true options and neither is more important than the other. The game form and emphasis are dictated by the needs and interests of the children.

Possible Game Forms:



Possible Emphases:[4]

I. Related to a specific game form
II. Related to a combination of more than one game
III. Related to a combination of elements in many games (non-specific)

Examples of Games:

Since the main focus of the educational games approach is on process, there are only examples of game experiences to draw from.[4] pp. 199-202.

IV. Concept Approach to Games

A. Defined: Games designed so that the main focus is on the development of concepts of hyman movement (stability, locomotion, manipulation) as opposed to focusing on winning as the sole goal in game playing.

B. Components applicable: The mainemphasis of the concept approach is on the manipulative concept and activities in a game form which can enhance the development of the manipulative skills. These skills are presented as sub-concepts and are broken down as follows:

I. Propulsion
   A. Carrying
   B. Throwing
   C. Striking
   — With or Without Implements

II. Receipt
   A. Catching
   B. Trapping
   — With or Without Implements

The teaching style may range anywhere from Command to discovery depending on the game content. However, the ultimate goal of the "Concept Approach" is the actual synthesis of games by the students themselves. It is important to remember that the progression to this goal of game synthesis must be based on the developmental level of the children and their acquired knowledgd of game compoments (Formations, equipment, time, scoring systems, rules and penalties.) Thus the basic thesis of this approach is stated as "the process is the most important part of game playing".

Examples of Games:

Throwing and Catching Games[5], Kicking and Trapping Games[5], Striking with and without implements (Sample Games)[5].

V. Games Analysis Approach

A. Defined: The games analysis approach is based on taking an existing games and imposing changes in its components to make it consistent with expected behavioral outcomes. According to this approach, this goal can be accomplished by manipulating six basic catagories which make up game structure.

B. Components Applicable: The basic tool for analysis of the game is the "game analysis grid."[6] It is a model based on the six components functional in game structure.

Players	Equipment	Movement Pattern	Organizational Pattern	Limitations	Purpose
2/Team	Balls	Running	Random Placement	3/outs/inning	To win
3/Team	Hoops	Jumping	Circle	5 min/quarter	To promote
???	???	???	???	???	Cooperation
					???

It is possible to provide a wide range of educational experiences by changing the components of one or more catagories dependents upon the desired behavioral outcomes. To manipulate the components constructively involves both the teacher and student in a games analysis process.

Examples of Games:

One Base[6], Magladry Ball[6], Hit and Go[6], Figure 8 Softball[6] Mass Volleyball[6], Pass and Shoot[6].

VI. Non Competitive and New Games

A. Defined: Games that are directed toward practicing physical skills in a game format with emphasis on communication, trust, cohesiveness, and positive social interaction akills.

B. Components Applicable: Everybody is a winner. There are no losers Scoring is either non-existent or collective in nature. The games are designed for total involvement of participants and success is based on the contribution of each individual as a member of the whole.

Four essential components:

1. Cooperation
2. Acceptance
3. Involvement
4. Fun

Examples of Games:

Frozen Bean Bag[7], Sticky Popcorn[7], Long, Long, Long, Jump[3], Hug Tag[8], To-Geth- air Ball[7], Collective Blanketball[7], Siamese Soccer[8], Snake in the Grass[8],

Earthball[8], Amoeba Race[8], People Pass[8], Doffing[8] Fraha, Hunker Hawser[8].

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Kimball Bridge Elamentary School

Experiences In Moving

Moving in Self and Open Space
- Stop and Go on Signal
- Move without touching others
- Move within boundaries

Body Parts
- Moving in and out, around
- Balance poses on various body parts
- Moving beside, over- Ropes
- Moving and balancing equipment on different parts— bean bags
- Accenting body parts— drum
- Balnce Puzzles

HOOPS

Shape Making
- Body shapes
- With Streamer
- With Ropes

Speed
- Moving fast and slow

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Tossing and Throwing
- Individual
- With Partner
- Target game ideas

Striking
- Station Activities
- Striking games

Hop Skills

Exercising to Music
- "YMCA"
- "Rocky"

Mirroring
- With Partner
- Group

Games and Activities

North Wind and South Wind

Two player are N wind (cold and freaing) and carry blue bean bags. One player is S wind and represents warmth and sun and carries yecoow bean bag. If a person is tagged by the N wind they must freeze. The S wind may touch a "frozen" person who "melts" and continues in the game . Change "winds" often.

Hula Hoop Freeze

Hoops placed rendomly on ground. Leader selects a body part or parts to be emphasized. On go, class walk in, out, and around all the hoops. On freeze signal, must find the nearest hoop and place body part chosen by teacher inside the hoop and freeze.

Bean Bag Freeze

Bean Bags scattered on ground. Teacher calls out body part. On go, class walks in and out and around the bean bags. On freeze, find a bean bag balance it on the body part called out and freeze.

Machine

Construct hyge machine using only bodies.One person begins making a simple movement such as moving arm up and down and also making a distinctive sound in the same rhythm. One by one, others join him, attaching to him in some way and adding their own sounds and movements.

Clay and Sculptor

Work in pairs. One is the clay, other the sculptor, Sculptor molds the clay into a shape. Look at others' shapes. Switch places with partner.

Statues

Work in groups of 3. Group must form a statue. One person should be at a high level, one at a medium level and one at a low level. Make several statues and keep switching parts.

Movement Circle

Group in a circle. One person starts a movement using any body part or part All others copy until the next person in the circle changes the movement. Then all copy him. Continue until everyone in circle has had a turn.

Four Corner Rhythms

Select four students and station them at the four walls of the room. Rest of class is in the center. Designate a body part for each of the four (Head, arms, legs, whole body). The teacher may call out any of the four in any order. If it is "arms", then the person responsible for arms must make up a movement using only the arms. The class in the center mirrors his movements. A drumbeat can also be used to establish different speeds of movement. Change the four movers often.

Glue

"Glue" seat to floor. May move any body parts but must stay "glued" to floor. Match movement of body parts to the speed of a chosen record. Change speed by changing the speed control of the record player.

Sports Pantomine

Choose a game or sport. Pantomine movements used in that sport in slow motion and fast motion. Add slow and fast music.

Helen Neal Kleiber
DeKalb County Elementary Schools

Tumbling Tricks and Treats

Fun, challenging stunts and basic tunbling tricks will be parts of this presentation with the emphasis being on the importance of correct spotting procedures for tumbling skills. The teacher, as the spotter, should realize the two-fold importance of his/her responsibility: (1) to provide a safe environment for the student, and (2) to instill self-confidence in the tumbler through such safety.

It may be difficult, but we should remember that some kids have never been upside down! Therefore, to expect them to perform so simple a skill as a basic headstand can be a frightening experience. But confidence developed through safe spotting techniques can result in a happy, successful tumbling event for student and teacher.

I. Stretching Warm Ups-Always First
   1. Neck
   2. Shoulders
   3. Wrists
   4. Back
   5. Legs
   6. Ankles

II. Challenging Stunts
   1. Grasp toe
   2. Heel clicks
   3. Jump foot
   4. Knee dip
   5. Single leg squat
   6. Upswing

(* Note: For examples of many more stunts refer to Teaching Physical Education in Elementary Schools by Vannier and West.)

III. Tumbling Tricks
1. Forward Roll
2. Backword roll
3. Dive roll
4. Headstand
5. Handstand
6. Handstand roll out

IV. Conditioning Exercises-Always last
1. Stretching
2. Resistance
3. Endurance

V. Double Stunts and Tumbling if time allows.

Bruce E. Yates
Physical Education Resource Specialist
DeKalb Public Schools

Rhythms - A New Way to Play

Elementary school children like to move. These are lifeling processes which are present at birth and continues throughout our lives.

Our classroom teachers, through rhythms, seek to help develop this natural process in seven different schools with varying school populations. Major consideration will be given to the difference in each individual schools phusical education classes as they relate to facilitiee, equipment, student interests and teacher abilities. The presentation will include visuals and audience participation.

Locomotor Series- K-3

Equipment: 1 Record Player
Records: Educational Activities Albums 7,9,11, 13,22,26
Folkraft Albums-20,21
Disco Dancin-AR 77

How to Play: 1. Children find their own space and clap in rhythm with the music.
2. Children perform the appropriate movement while moving in any direction.

Activities: K-1	Albums
1. March	11,7
2. Walk	7,20
3. Run	20,7
4. Jump	20
5. Hop	20,7
6. Gallop	20,7
7. Skip	7
8. Walk-Heel-Toe-Jump	26
9. Slide-Stamp-Walk	22
10. Stamp-Clap-Walk-Skip	26
11. Bleking-Clap-Skip	26

Activities: 2-3

	Albums
1. Two-Step	21,77
2. March-Two-Step	13
3. Heel-Toe-Two Step Gallup	22

Educational Research Council of America Physical Education Program, 1969, Charles Merrill Publishing Co., Columbus, Ohio.

To order materials:
Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

Joseph A. Krasevec
Georgia State University

Fencing - Grades 4-8: You can teach it without equipment!

Fencing is an Olympic sport and is very popular in European countries. However, fencing in the United States is generally considered an unpopular sport, or at best a "minor sport" in most sporting circles. This is primarily attributed to the fact that fencing is not a spectator sport. Also to be considered is that fencing equipment is costly and usually requires a teacher or coach with many years of experience if fencing is to be safely and skillfully taught.

Although fencing is not often included in the physical education program, the fundamentals can be taught without the use of expensive equipment and a teacher with minimum preparation. With a simple modification approach, the extremely complicated and technical fencing movements can be briken down into more simple, more easily understood movements that are actually fun to perform. Coupled with the fact that most children are attracted to sword play at an early age because of its physical excitement and historical enchantment, fencing can be an exciting new activity to teach in the elementary school physical education program. This particularly becomes valid when one relizes that fencing can contribute to the physiological development of the school child. Physiological characteristics which can be improved are balance, agility, coordination, reaction-time, depth perception, as will as physical fitness such as flexibility, muscular endurance (such as local and cardio-vascular) and muscle tone.

Skills which can be taught in a fencing class at the elementary school level are the on-guard, advance and retreat,lunge, simple offense and defense. These movements can be tayght without the use of any equipment while permitting the student to develop basic fencing technique and an appreciation for the sport With the aid of a basic fencing workshop, and/or a good insturctional fencing book, a list of special lead up activities, and an understanding of basic innovative teaching techniques, the elementary school physical education teacher can introduce his/her students to the sport of fencing - while making it an enjoyable, exciting learning experience.

For basic instuction, the size of the group can vary greatly. The smaller the class, the more effective and efficient the instruction can be and the more time can be devoted to individual instruction. A group of fifteen students would be ideal, yet a group of twenty-five to thirty is manageable. A group of this size requires a minimum space of thirty by fifty feet. Space set aside especially for fencing would be ideal, so that equipment could be readily stored and be easily available for use. Then special equipment such as wall targets, mirrors, and training weights can be placed in specific areas, and strips for fencing can be measured off on the floor.

Frequency of class meetings is another variable which can be fitted into almost amy type of physical education or recreational progrma. Adequate progress is possible with a class meeting once a week for two hours. Greater progress is to be expected if the class can meet more frequently in one hour sessions. In colleges and high schools, fencing is usually offered during and entire semester or sport season, on a five days for practice and on for competition basis.

Every such practice session should be organized very carefully, and should be built on a regular program:

1. Warm-up or phusical fitness exercises.
2. Basic fencing footwork.
3. Fundamental techniques-new ones introduced, plus a review of those previously learned.
4. Fundamental drills.
5. Practice bouting.
6. Strategy and tactics in fencing.
7. Competition bouting.

The real core of any program, however-its most important aspect-is proper instruction. It is my sincere belief that any trained physical education instructor can pick up the necessary skills with a little study, analysis transfer of training, and practice. Several good books which can be helpful are listed below. Less Lesson plans for fencing can be found in Dorothy Ainworth's Individual Sports for Women, D. Seaton's, Physical Education Handbook, and Jack Shaw's Individual Sports for Men.

Recently, various "clinics" for prospective fencing teachers have been offered in fencing centers around the country. For the last few years, the National Fencing Coaches Association of America (NFCAA), in cooperation with New York University has offered a week-long summer program in New York City, and other shorter clinics have been held around the county, under the sponsorship of both the NFCAA and the Amateur Fencers League of America, Inc. (AFLA). These programs are continually expanding, and offer the beginning coach the opportunity to learn the latest approaches to handling the fencing group. The non-fencing physical education instuuctor suddenly called upon to handle fencing needs this sort of help, of course, but even the experienced competitive fencer can benefit from such training, since the ability to perform does not necessarily guarantee that you will be an effective teacher.

In the absence of a local clinic, you can always seek help from other fencers located near you. As a prospective fencing coach, you probably have some fencing contacts already-the local college fencers, or the "Y" group, etc. But if you don't, or if you feel you need more help, and even if you think you don't need it, you should get in touch with lical officers of the AFLA and the members of the NFCAA in you region. If you know these people already, you know that fencers are

friennly and copperative, especially when helping to spread fencing is concerned. If you have no contacts, write to the AFLA National Secretary, at 33-62nd St., West New York, New Jersey 07093. Ask for thename of the AFLA divisional secretary in your area, as well as for copies of the promotional and technical posters and pamphlets the League has available. These include a more extended bibliography of fencing texts than this brochure can provide, plus listings of available audio-visual aids for both promotional and teaching purposes.

Anyone getting seriously interested in fencing naturally should belong to the AFLA, even if only as an assiciate member. Likewise, anyone going into coaching, even in an amateur fashion, should join the NFCAA (write to the NFCAA Secretary, c/o Castell's). Coaches who find themselves actively involved in this work should seriously consider the NFCAA's accreditation program for fencing master.

Once you have got your group started, you have to establish some incentives to hold it together and further its development. Organizing a team and having competitions with other school or goups is essential. Official recognition of fencing as a regular varsity sport, and the presentation of awards, help to establish fencing in a school's program. In programs in which competition with other groups is either not contemplated or not possible, contests within the group are easily arranged and should be used for maximum effect. Likewise, proficiency tests in skills can be devised and given as a means of providing recognition. The demonstration of basic skill and good form is one such area suitable for testing and awards.

From long experience in recreational and club-type programs, I have found that once a call is made for fencing, a great deal of initial enthusiasm is shown, and a large number of participants turn out. Your problem is then to organize your program in such a manner that you are able to handle the greatest number of students, being aware at the same time that inevitaly a portion will drop out when they find they have to use their muscles. Fencing is definitely a "taught" sport, in which proficiency requires considerable quantities of self-discipline, as well as instruction and practice.

Budgets being budgets everywhere, the problem of equipment cost is always of utmost importance. Contrary to what many people may believe, theinitial costs for fencing are low and are directly related to the size of the group. The specific fencing equipment needed? Masks, jackets, gloves, foils. (Only one glove is worn, on the sword hand. Gloves, jackets, and foils are provided for either right or left handed fencers.) The masks are made of wire mesh with canvas trim and plastic bibs detachable for easy cleaning. Small, medium, and large sizes are available for both men and women. Jackets come in various desinns and are priced accordingly. For class instuuction, students' practice jackets are available for both men and women in small, medium, and large sizes. These are satisfactory for competition as well. Less expensive designs, the so-called "half-jacket" with only one sleeve, are not suitable for sompetition fencing.

Cloves are likewise available in small, medium, and large sizes for men and women. They are made of leather, padded on the bakk of the hand and fingers for added protedtion.

The most popular and practical foil to order is the one with the French type of handle. Other handles available are known as the Belgian, Italian, Spanish, and various "anatimical" types.

Checking over your catalog of fencing equipment, decide on your options, add the prices for the items you want per fencer, and multiply by the number of fencers

estimated for your group. There is your base cost. REmember that several classes or groups can share the same equipment, which will last for years. But don't forget to allow for about 15% blade breakage (even Olympic fencers break blades).

For long life, equipment should be well cared for. When necessary, reconditioning must be done by the manufacturer, who is best equipped to handle the job. A few suggestions on regular maintenance practices:

1. Keep the blade straight, with a slight bend near the tip (bent down from the top or thumb side of the grip when properly held).
2. Straighten out ony excessive bend (the result of too much thrust) by drawing the foil between the foot and the floor.
3. Remove small nick in the blade with fine emery cloth.
4. Keep the pommel tight against the handle and guard.
5. Use rust-proof oil on a steel blade and guard.
6. Brokernblades may be replaced by unscrewing the pommel and transferring the handle and guard to a new blade. Make sure when replacing the blade that it is oriented correctly in the handle.
7. Keep foils and masks in a dry storage place too avoid rust.
8. Mask size can be adjusted by setting the back wire carefully by hand.
9. Jacket should be landered often in luke-warm water and hung out to dry. Excessive heat will cause the material to shrink.
10. Use leather preservatives on gloves to keep them soft ant pliable. Have seamsrestitched when necessary.

How to store your equipment depends upon the available space and on the imagination of the administrator. All types of racks can be devised.

These suggestions cover the minimum beginning program in foil. If you are goig in for the epee and/or sabre as well, then these weapons will naturally be required, plus heavier masks (padded for sabre), different gloves, and, for epee, underarm safety shield.

Almost all formal competition if foil and epee nowadays uses an electrical scoring system, for which electrically equipped weapons and body wires, plys metallic lame jackets if foil, are used by the fencers ot connect themselves to the central scoring equipment (consisting of scoring machine and spring-moter reels of wire). Beginners are at least a year or two away from this level of competition, and except for schools which ultimately plan formal schedules of competition in a conference or association, there is no reson to consider such equipment.

SAFETY

All teacher of beginners must be concerned with imparting safety rules and practices. The National Fencing Coaches Association of America has published a set of safety rules as follows:

Physical Fitness is a prerequisite for safe fencing.

Use weapons as if they were sharp. Hit with control and only hard enough to touch. Don't lock the elbow or push forward once the attack lands. Keep all (non-electric) points properly taped or tipped

Watch you distance. Avoid corps-a corps, violent actions and roughness. Remember, research proved that running attacks are more often suicide that homicide.

Always wear the proper mask and jacket, whether fencing or demonstrating. The wire mesh in masks must not have worn spots, holes or rusted patches. Bibs must be in good condition and cover the neck. Your jacket must overlap the trouser, in all fencing positions, fo that there is no area exposed or unprotedted. Your glove must overlap the sleeve to prevent the blade from running up the sleeve.

Keep you uniform mended ...all seams frimly stitched, any holes patched securely.

Carry your weapon safely, so that it cannot be dangerous to bystanders. For example, carry the foil by th point when off the strip.

Have room and Light enough to fence . Make sure there is sufficirnt space between strips to avoid collisions, and keep it clear.

Exclude spectators from the fencing area.

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Kathy Ann Gilleland
Sandy Springs Middle School, Fulton County Schools

Minicourse Program at Sandy Springs Middle School

1. How minicourse is a part of the educational curriculum.
2. Explanation of how minicourses accurately work.
3. How physical education minicourses are a success.
4. A slide presentation will be shown to explain further.

Marilyn Brackett, Gwin Oaks Elementary School
Inga Jordan, B.B. Harris Elementary School
Gwinnett County Schools

Planning a Playday/Field Day

Ribbon Field Day for Grades K - 5

Principles:

1. Games are designed to increase the success level so that each child will win at least three ribbons.
2. To allow children an opportunity to participate with and give support to their peers in various skilled activities.
3. To have fun.

Organization:

First we establish how many and what events will be used. (May be determined by the size of school and how many days to be allocated for field day. Every child participates in every event. Events are as follows:

1. Sack race - Participants climb into a feed sack and hold the sack around their waist. On the starting signal, the participant hops, runs, and/or walks to the finish line.
2. Three legged race - We use feed sacks with two participants. One participant places right leg into sack and the other participant places left leg into sack. Both participants hold the sack around their waist and on the starting signal, move together to the finish line. (We found the sacks to be easier in setting up these races, instead of ties to tie the participants inside legs together.)
3. Reverse run - Every child has a partner with one participant facing the finish line and one participant facing the starting line. Both participants lock elbows (as if doing a square dancing elbow swing). On the starting signal, one will be running forwards and one running backwards to the finish line. If four places are given, the first four pairs across the finish line win. (Winners determined by the number of places given.)
4. Potato spoon relay - We use large serving spoons from our cafeteria and regular size potatoes. (Even with the big spoons, fifth graders still drop and lose their potatoes. These spoons also have long handles and students can not hold the potato and spoon at the same time.) Participants stand on the starting line and at the starting signal, race to the finish line with potato in spoon. (Participants must cross finish line with potato in the spoon. Participants must hold the end of the spoon handle.)
5. Wheel barrow race - (Grades 2-5 only) All participants have a partner with one participant in a prone (laying flat down, face down) position while the other participant hold's the feet of the person laying down. Standing on the starting line, when the starter says go, move to the finish line. Sometimes we let the participants race half the way and let the partners switch around. Example: Partner holding is now the partner on the ground. Partner on the ground is now the partner doing the holding. The distance from the starting line to the finish line for this race is usually shorter. (Younger ones have a hard time with this event and injuries are the result).

6. Sponge hop (K, R, 1) Participants stand on the starting line and place a sponge between their knees. At the starting signal, the children move to the finish line by hopping, running, and/or walking. The participants must cross the finish line with the sponge between their knees.

7. Bat Relay - At the finish line, place down 6 - 12 hoops (depends on how many participants one has in each race) with a bat (baseball, plastic, etc.) inside the hoop. The participants will start on the starting line, and on the starting signal, move to the bat in the hoop. The participants place one end of the bat on the ground (preferrably the larger end) and one end on the forehead. With this bat balanced between the head of the participant and the ground, the participant must turn his or her body in a circle 6-9 times (depending on the age of the child) around the hoop. Then the participant drops the bat and runs back to the starting line. First ones back win (depending on the places being given out).

8. Water Balloon Toss - Each participant will have a partner. Each pair of participants will have one water balloon. The event starts with participants facing their partner with arms distance between them. They begin to pitch the water balloon back and forth. Each time one participant completes the catch, he or she takes one step backwards. The pair that is the greatest distance apart and still throws and catches the water balloon without it breaking wins. We usually give ribbons to the four last pairs to still throw and catch their water balloon, but we always let them continue until only one pair is left.

9. Folding chair relay - (Grades 2-5) A folding chair is laying flat on the ground at the finish line. We use about 10 - 12 chairs depending on how many places are being awarded. Participants stand on the starting line, race to the finish line, pick the chair up, unfold the chair, sit down in the chair, get up, fold chair up, lay the chair down flat and race back to the starting line. First two, three, four, etc., back win. (Again depends on how many places one is awarding.) Kindergarten, Readiness and First Grades have a hard time with this event. This game can be played with K, R, 1 if a plastic chair can be used. Instead of folding the chair, just lay the chair on its back or side.

10. Tug - O - War - All children win in this event. All girls or boys (which ever group you call) in one class will be on one end of the rope. All teachers, moms, and any other adults will be on the other end. At the signal, the war begins. On the times that the adults win, they receive a ribbon. If a class loses against the adults, the class will be allowed to do the event again later. Believe me, the adults try to win ribbons just as much as the students do. Sometimes the teacher is allowed to help his or her own class. Somehow my students love to drap their moms and dads in the dirt.

We do not use all of these events. Sometimes we take these events and change them around to make things interesting. Our students have become preconditioned to expect most anything on field day.

Moms come in the week before and make field day ribbons. We make the ribbons by running the seals off through a ditto machine, and we use pinking shears to cut out the seals. Ribbon is cut into short (3" to 4") strips and two strips are stapled to one seal. The seal states the name of our school and the date of the field day. We give no first, second, or third palce ribbons.

A chedule is set-up so that four to six classes are participating in the field day at any given time. The field day lasts approximately two hours for each class. Every child participates in every event.

The field is marked off according to the events to be used. There will be four moms (volunteer) at the finish line and one mom at the starting line. The mom at the starting line dictates how many places are to be awarded as the participants cross the finish line. If the starter holds up five fingers, the moms on the finish line will award ribbons to the first five people (or pairs) that cross the finish line. Classes are divided into heats (parts) so all participants are not participating at the same time. Higher skilled children, in some events, are placed in the same heats to try to equalize the participants. Teachers are always asked to participate with and for their class. Tug - o - War is always the last event with classes verbally supporting each other.

M & M Field Day for Grade K - 5

Objectives:

1. To reward a child's success in a specific skilled activity.
2. To allow the joy of movement.
3. To reward those fifth graders who have really worked hard in physical education, and/or in the classroom.
4. To allow children an opportunity to change a game to suit the participants' skill level.

Organization:

There may be anywhere from twenty-five to thirty-five games set up in a given area. Games are designed to challenge the participants in various skills which have been taught during the school year. The following games are examples:

1. Beanbag toss
2. Basketball throw
3. Striking a tennis ball with a paddle (self hit)
4. Softball throw into a milk can
5. Tire run
6. Chin-up bar
7. Rope climb
8. Jumping rope - consecutive jumps
9. Jumping rope - variety of ways to jump
10. Bowling
11. Wand balance on various body parts
12. Self hit using beachball - consecutive hits
13. Standing broad jump
14. High jump
15. Walk down high balance beam
16. Walk down low balance beam with bean bag on head
17. Demonstrate three types of rolls
18. Target practice - try to burst ballons with bean bags
19. Crate race - race a partner over creates and back
20. Dribble around obstacles
21. Throw ball up and catch with scoop
22. Make hoop go around three different body parts
23. Throw at a moving target
24. Limbo
25. Balance on a balance board for so many seconds

There are many other games you can use by just taking certain skills, and setting them up in a game. ALL games may be altered to suit the need of the individual participating.

Workers:

The field day is run off by fifth graders. The number of fifth graders you need will depend on how many games you have, and how many children you working your M & M Bank. These workers are inserviced for about thirty minutes the week prior to field day.

F - 24

Inservice Tips:

1. Give each child a sheet of paper with their game number on it, instructions on how to play the game, and a list of the equipment they will need for their game.
2. Explain that this is a FUN DAY and it is their job to make it enjoyable and successful day for everyone.
3. ENTHUSIASM is the word. Tell them they have to sell their game to the students. (It should be a carnival like atmosphere.)
4. Give students a chance to ask questions. I allow my fifth graders to alter the game to suit the individual needs of the participants.

Each game has a chair with a number on the back and an envelope taped to it. Each envelope contains a red pen for the worker to use in marking the participant's ticket.

Each participant is handed a ticket (3" x 3" piece of white paper) when they enter the gym or playing area. The participant is responsible for keeping up with this one ticket while at the field day. The participant will approach the game and the fifth grader will either tell and/or demonstrate how to play the game. All games are set up so that each child receives at least one point for attempting the game, and up to three points for optimum performance. The performance level required at each game is determined by the physical education teacher, fifth grader, and skill level of participant.

Usually two classes during a time period (45 minutes) will go through the field day. When time has elapsed, the participant takes his/her ticket to the M & M Bank. This bank operates much like a real bank, but instead of receiving money the children receive M & M's or other goodies. Four tables are set up with responsible children and/or mothers behind each table. These children/ mothers are the bank tellers. While the participants are going through field day, the tellers are counting out and placing M & M's in cups. They cout the M & M's out in 20's, 30's, 40's, and 50's. By counting the M & M's out early the teller can pass out the goodies faster.

The teller counts the points on each ticket and rounds off that number to the next ten. This will save you much time. Once the class has collected their goodies, their teacher finds a place (usually outside) so they can eat and enjoy the fruits of their labor.

Suggestions:

1. Get parents to donate M & M's or goodies.
2. Ask cafeteria manager about getting enough four ounce fruit cups so that every child will have one.
3. Points are marked in the following way on the ticket to make counting easier: |||| |||| ||||.
4. At the end of the day have fifth graders clean up their game, and get it ready to go for the next day.

Items Needed for Field Day:

1. Equipment for games
2. M & M's or what ever you are giving out
3. Four ounce paper cups to hold M & M's
4. Tables and chairs for the bank
5. Enough 3" x 3" tickets for every child to have one
6. 35-40 red pens
7. 35-40 envelopes
8. Construction paper with large numbers on them numbering from 1-35
9. Tape
10. Magic markers

Patty Priolette Johnson, West Clayton Elementary
Clayton County Schools

These Sticks Were Made For Moving

I. It's a type of Rhythm

II. Make Your Own
- A. Lummi
- B. Wands
- C. Sticks
- D. Streamers
- E. Tinikling

III. Demonstration by Children

IV. Activities
- A. Exercises - wands
- B. Combatives
- C. Relationship ideas
- D. Choreokinetic Routine
- E. Streamer dances

V. Concluding Remarks

,Wands, sticks and stremmers contribute greatly to the development of strength, endurance, and rhythmic coordination. Motor benefits are coordinating objects that are extensions of the hands, creative and rhythmical responses, concentration, and hand - eye coordination.

The stick family is a favorite, practical, and challenging rhythmical activity. What is so wonderful, too, is that this equipment can be of minimal cost because they can be cut from used broomsticks. The dowel sticks can be purchased at your local dime or craft store.

The following are suggested lengths:

(1)	lummi sticks	12" long 1/2"-5/8" diameter- or use from music department (also can be made of rolled newspaper)
(2)	Wands	22" from broomstickd
(3)	Sticks	36" from broomsticks
(4)	Streamers	18" dowel sticks; cut 6' streamers from crete paper streamers
(5)	tinikling sticks	5'-10' long

Lummi Activities

A game called "Ti Rakau" by native tribesmen; others say this activity originated with the lummi Indians who used sticks for ryhthmical games.

Basic skills:

Down - Hold sticks vertically in front; tap bottoms of both sticks on floor at the same time.

Together - Hold sticks vertically in front; and tap sides together

Cross - Hold sticks in front with top ends slanted forward as in front; cross hands and tap the top ends of sticks on floor in front.

Shoulder - Tap top of both shoulders simultaneously with top ends of the stick.

Flip - The top end of the stick touches the floor (front) and, keeping the hand almost stationary, a slight wrist action is used to flip the top end of the stick up and toward the body, and into the hand.

Combine some of these skills into a rhythmical pattern. If successful, add musco.

Wands - Sticks

"safety" - a term used to make sure that the hands over both ends of the stick.

Music add motivation to all these activities.

1. Creative circles - In small groups, one person stands in the middle and creates any kind of rhythmic movement he wants. When he has done several movements, he uses his stick to designate a new leader. Both locomotive and non-locomotive movements can be used.

2. Mirror Images - Withe a partner, follow the same movements. One person is the follower; the other is the leader. A variation is to do 8 beats as the leader; then freeze and have the follower do the same.

3. "Sticks to the Beat" - Either with a partner or 2 sticks of their own, strike sticks together to the beat of music. He can move in a locomotive action and "do his own thing" with his stick. Have a "Stick Beat Band."

4. Combatives
   a. Indian Wrestle - partners stand in straddle postion, face each other place hands as such (A/B A/B) on the stick. On a signal the person trys to get his designated side to the ground.

   b. Toe Wrestle - partners sit facing each other, kniis to the ceiling, toes touching each others. The stick is placed underneath the knees, elboes craddle the stick, as arms are clapsed around the shins. The object is to lift the toes of the partner and make him lose his balance

c. Tug of War - partners stand and cross sticks. Wach trys to get the other off balance. A variation is to stand in straddle positions back to back and have the sticks together. Each trys to pull the other off balance.

d. Sit-Pull - students sit on the floor, face each other, hold sticks together above the knees. Each tries to pull the other to a standing position.

5. Puppet Dance - Make a head and/or body and tape it to the stick. Do puppet activities with it.

6. "Stron vs. Weak" - use as a kung fu type activity. (children love this one!) Use themes such as light vs. heavy, winner and loser, dominant and submissive. Reverse roles after a certain time limit.

7. Exercises (There can be many used. This gives you an idea)

a. Sit ups
b. Side benders
c. Toe touch
d. Pull the wand apart
e. Push the wand together
f. See-saw - two people sit facing each other with legs apart and toes touching. As one lays down, the other sits up while pulling on both sticks.
(Have the children create their own from exercises they already know.)

8. Jump Shot - Tie a rope with an object to the stick. Use the stick to sling the rope and jump over it as it passes underneath the body.

9. Routines - Sequence movements can be done by one person or with a partner. Designs can be taught in reference to this.

10. Fitness Skits - Make up sequenced moves and exercises to music with fitness as the objective.

11. Limbo - Use a broomstick held by two people or two standards and also Chubby Checker's "Limbo Rock." A variation is the tune the children chant as they go under:
Wiggle the ankle
Wiggle the knee
Under the bar
Like a willowtree.

12. Balance Stick
a. Balance the wand on a body part
b. Balance the wand on a body part and move

13. Tennis - Golf - Hit a tennis ball into a can or cup.

14. Stick Jive- Do locomotor skills to music or use on the line of jumnastics.

15. Wand Stunts
    a. Thread the needle
    b. V seat balance
    c. Wand Catch

Streamers

1. Use same activities as sticks or wands.
2. Make up dances with flowing, jerky, vigorous movements.
3. Make designs.
4. Make motions to music.

Tinikling

Most records on tinikling give the steps and procedures for teaching. One suggestion is "Contemporary Tinikling Activities" by Dr. Boyd Pexton.

References

Bryant, Rosalie and Oliver, Eloise. Complete Elementary Physical Education Guide. NY; Parker Publishing Co. Inc., 1974.

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Lenny Forti
Woodland Elementary School
Fulton County Schools

Using the Positive Approach for a Striking Progression

A. Positive approach concept
    1. general background information
    2. defining key terms
    3. why a positive approach

B. Positive approach as a teaching technique
    1. Creating a positive climate for learning
    2. developing relationships with your class
    3. building confidence
    4. breaking the movement down to create success
    5. reiforcing each successive positive action
    6. knowing when to ignore inappropriate behavior
    7. importance of equipment selection

C. Teaching a striking progression in volleyball
    1. using ballons
    2. progressively heavier balls

Dorothy M. Houston
Murdock Elementary School
Cobb County Schools

"Inexpensive Improvised Equipment"

This handout is not designed to assist a person in the preparation of a philosophy of teaching, nor is it intended to suggest all that should be taught. Rather, it is intended to highlight a variety of inexpensive materials conveniently organized in the A B C order.

This collection of ideas came from other teachers, programs, books, and students in schools where I have taught. Best of all, these materials and suggestions have bee "tested and tried," so you should have confidence in spending your time and effort to make any that stimulate you.

Several helpful references are given below:

1. Akers, Chary M., Barry S. Blackwell., and Rod M. Goode., 101 Ways To Improvise, Bulletin Number 32, Alabama State Department of Education, State Office Building, Montgomery, Alabama, 1978.

2. Christian, Quentin A., The Beanbag Curriculum, Second Edition, The University Press, Wolfe City, Texas, 1977.

3. Dauer, Victor P., and Robert P. Pangrazi. Dynamic Physical Education for Elementary School Children, Sixth Edition, Burgess Publishing Company, Minneapolis, Minnesota, 1979.

Let's Review

A - Activity Wheels (Visual)
B - Balance Boards and Blacks
Bean Bags
Balls (Buy Beachballs)
C - Cans, decorated
Cardboard Lesson Charts
Carpet Squares
D - Drums
E - Exercise Tasks
F - Footprint Patterns
Frisbee
G - Gallon Jug Uses
H - Hoops
Hurdles
I - Inflated Inner Tubes
Inner Tube "Rubber Bands"
J - Jump & Reach Sheets
"Jump-the-shot"
Jump the Box
K - Knitted balls - indoor
L - Lummi Sticks
M - Mats
Markers of Dement
N - Nylon Raddle
Necktie for Three-legged race

O - "Orange & Black" Squares
Old Shoe
P - Paddle Tennis Paddles
Q - Quiots
R - Ring Toss
S - Sponge Stepping Stones
Sock Balls
T - Tail Balls
Tires
Targets of Many Kinds
U - Under-Over Props
V - Vaulting Box Dimension Handout
W - Wands
X - X marks the spot
Y - Yarn Balls
Z - Zig-Zag Pattern

Joseph A. Krasevec
Georgia State University

Integrating Olympics into the Physical Education Program

The Olympic Games are being threatened by a pattern of social ills represented by national egotism, political encroachment, professionalism, commercialism, etc. However, one cannot recognize the fact that the Olympic Games have grown to immense proportions and influence the ideals of people all over the world.

The United States Olympic Committee's Education Council is aware of the current problems which surround the Olympic Games and the impact it has on sports in America. It is the position of the Education Council that the problems related to the Olympic Games are not necessarily an outgrowth of its' basic concept on philosophy, but instead from the gross misinterpretation and misuse of the Games' purpose and objectives.

A recent project sponsored by the US Olympic Committee and funded with a grant from the US Office of Education, has produced a curriculum teaching packet with an Olympic theme for use in both elementary and secondary schools (K-12). Infusion units on Olympism, also referred to as the Olympic Ideal, were developed in a variety of curriculum areas or disciplines. The disciplines included are physical education art, music, social studies, language arts, and mathematics and science. Existing content material was utilized and integrated with the Olympic Ideal for the purpose of helping children develop a sound personal value system. Since most school children are involved with sports in one form or another, the approach to curriculum design using the Olympic theme provides a vehicle and motivation for learning.

The Physical Education unit emphasizes the organization of a schoolwide Olympic festival event and "lead-up" classroom activities for each of the curriculum areas. In this way a relationship can be formed between the commonalities of sport and physical education with the academic curriculum. The curriculum for the high school level includes approaches to teaching Olympism in both the physical education classroom and gymnasium/athletic facilities.

UNITED STATES OLYMPIC COMMITTEE

OLYMPIC HOUSE: 1750 EAST BOULDER STREET, COLORADO SPRINGS, COLORADO 80909
Tel: (303) 632-5551 Telex 45 2424 Cable: "AMOLYMPIC CSP"

VIII PAN AMERICAN GAMES, San Juan, Puerto Rico, July 1-15, 1979
XIII OLYMPIC WINTER GAMES, Lake Placid, U.S.A., February 13-24, 1980
GAMES OF THE XXII OLYMPIAD, Moscow, U.S.S.R., July 19-August 3, 1980

CURRICULUM ANNOUNCEMENT

INTRODUCING: A TEACHING PACKET TITLED "CURRICULUM INFUSION UNITS WITH AN OLYMPIC THEME"

OBJECTIVES: A new vehicle for teaching existing content material in a wide variety of disciplines including physical education emphasizing:

--A means to promote sports participation.

--Emphasis on the development of a positive, personal value system through sports participation.

--To teach children about the Olympic Games and the Olympic ideal called "Olympism."

GRADE LEVELS: K - 6 ; 7 - 12

CURRICULUM AREAS:

Social Studies	Language Arts
Mathematics/Science	Music
Physical Education	Art

SOME IMPORTANT FACTS: THE UNITS:

1. are self-contained and structured according to standard curriculum design.
2. are written by educators and curriculum specialists.
3. are based on a two week unit of study, but flexibility permits modification of this time period.
4. aimed at individual class use but total school involvement is recommended.

AVAILABLE: After November 30, 1979. One packet per school.

FOR MORE INFORMATION AND COPIES

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Atlanta, GA 30303
658 - 3440

DEVELOPED BY: A grant from the U.S. Office of Education in conjunction with Georgia State University and the New York State Department of Education. Fully endorsed by the U.S. Olympic Committee.

CONTRIBUTIONS ARE DEDUCTIBLE FOR INCOME TAX PURPOSES

Thomas J. Gleaton Jr.
Pride, Georgia State University

Doing A School/Community Drug Education Program

I. Community Leaders: meet with - Mayor
Police Chief
School Superintendent
Key People

II. Workshops for teams:

A. Each school develop a team fo five to seven members to be compose of:

1) One school administrator (principal or assistant principal)
2) Ateach from the school.
3) A parent with experience as teacher or counselor but presentely not teaching.
4) A parent with medical or scientific background (Medical, doctor, Nurse, etc.).
5) A concerned parent.
6) A law enforcement official or someone with law enforcement experience.
7) The seventh member to be selected by the team during their first meeting.

B. This school/community team will receive training at a one day seminar at Georgia State University on children and drugs.

C. The trained team will select or recruit at least one parent volunteer from each classroom within their school and be responsible for training this group of volunteers.

D. The classroom volunteers agree to share with other parents in that classroom the plan for reducing drug use among the children in that classroom.

III. Drugs Popular with Youth and Why They are Popular:

A. Cigarettes, Alcohol and Marijuana
B. Cultural impact of:
Rock music, movies, TV, Newsmedia etc.
C. How to counter peer pressure

Richard W. Wehr
Georgia State University

Is Mainstreaming the Physical Educator's Sisyphus?

I. What is Mainstreaming?
A. Who was Sisyphus?

II. Re-statement of the Question.
A. Yes as an answer.
B. No as an answer.
C. The irrelevant question

III. Implementation Aids
- A. Assess:
- B. Prescribe:
- C. Teach:
- D. Evaluate:
- E. Re-plan:

IV. Project Grit

What is "Mainstreaming"?

Mainstreaming Is:

- providing the most appropriate education for each child in the least restrictive setting.
- looking at the educational needs of children instead of clinical or diagnostic labels such as mentally handicapped, learning disabled, physically handicapped, hearing impaired, or gifted.
- Looking for and creating alternatives that will help general educators serve children with learning or adjustment problems in the regular setting. Some approaches being used to help achieve this are consulting teachers, methods and materials specialists, itinerant teachers and resource room teachers.
- uniting the skills of general education and special education so that all children may have equal educational opportunity.

Mainstreaming Is Not:

- wholesale return of all exceptional children in special classes to regular classes.
- permitting children with special needs to remain in regular classrooms without the support services they need.
- ignoring the need of some children for a more specialized program than can be provided in the general education program.
- less costly than serving children in special selfcontained classrooms.

From: Exceptional Children, November, 1975, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

- -

Mainstreaming Is:

. A belief which involves an educational placement procedure and process for exceptional children.
• Based on the conviction that each such child should be educated in the least restrictive environment in which his educational and related needs can be satisfactorily provided.

(Definition approved in April, 1976 by CEC's Delegate Assembly)

Stephen W. Sanders
Joseph T. Walker School
Marietta Public Schools

Discover the Beauty of Movement Through Dance
Children Guide Children to Quality Movement

Dance is a very important part of the movement experiences program at Joseph T. Walker School in Marietta, Georgia. The session today will center on two specific parts of that program.

Elementary students study dance using a movement framework as a base from which to work. This framework divides the study of movement into actual movements and concepts which relate to those movements. Through study of those movements and concepts, Walker students have formes a definition which they use when working in t the area of dance. Students look at dance as the movement of the body and/or body parts at different levels, through different pathways, in different directions at a certain speed (tempo of music). After working with movements and concepts students place what they have learned into a dance.

(Demonstration of second grade students working with movement concepts in dance)

Middle school students in Walker's program have the opportunity to view and participate in many different dance forms. Our community offers many experts in the various types of dance. These experts are invited to work with our students in their particular area. This has been good for our students and has been as excellent addition to our curriculum. This year middle school students took instuuction in clogging, ballet, and disco.

We find there are many benefits in having middle school and elementary students share their knowledge about movement and dance with each other. In our demonstration middle school students (7th grade) and elementary students (2nd grade) work together to create new dances.

(Demonstration of 7th and 2nd grade students working together to create new dances).

Evelyn L. Schurr
State University of New York, Brockport, New York

Beyond Literacy-Realizing Affective Objectives
In Elementary School Physical Education

The major puppose of this presentation is to help teachers take children <u>beyond literacy in movement</u> through sharing some practical ideas for realizing process and affective objectives. Literacy in movement is defined as the development of the fundamental skills and activities of movement, understanding of the structure of movement, and the development and maintenance of fitness. Information, facts, knowledges, and skills are important-in fact imperative-to the study and teaching of physical education (or any other subject). Their value lies in how they enhence increased appreciation, new insight into self and others, feeling in movement, and better access to the beauty of movement-thus taking one <u>beyond literacy in movement</u>.[1]

To take pupils beyond literacy the teacher must conciously identify appropriate objectives in the areas of meeting and solving new movement demands; communicating in, about, and through movement; interacting with others in, about, and through movement; in finding personal meaning and significance in movement. Consequently he or she must plan and implement specific learning opportunities to actualize these objectives. When children have mastered the fundamentals they must be helped and encouraged to reach higher levels of skill, fitness, and knowledge in order to complete this concept of beyond literacy; however, these areas are not under discussion in this presentation.

Although process objectives are cognitive in nature; they are most frequently used with overtones of affective aspects of development. Tor example, in goal setting which requires self assessment of skill and knowledge needs, there is an attitude and felling about oneself and an awareness of importance to oneself regarding what one needs and wishes to do. Therefore, experiences and tools for process and affective development are both included here.

Following is a chart of the scope of types of experiences for children in elementary school which will enhance development in these areas. Examples of process and affective objectives and specific, simple, practical techniques and tools to convey these experiences will be given in the verbal discussion. Naturally all of these are used in the context of, in, through, and about movement. Note that this list is neither inclusive or exlusive. Perhaps you can add others.

Process Experiences	Affective Experiences
Exploring	Sharing
Discovering	Creating-expressing
Setting goals	Communicating
Making choices-deciaions alone	Cooperating
Creating - Designing	Competing
games	with self, with others
dances	Studying activities of other cultures
follr exercise routines	Setting goals
apparatus routines	Accepting and respecting
fhythmic rope, ball routines	others, self
Evaluating	Leading
self	Clarifying values
peegs	REflective mediation on meaning and signigicance of movement experiences
Teaching others	

[1]Evleyn L. Schurr, Movement Experiences for Children: A Humanistic Curriculum for Children, 3rd edition, Englewood Cliffs, NJ, Prentice Hall, Inc., 1980.

Examples of Program Objectives in the Affective Domain
and Learning Experiences to Help Actualize Them

The child will demonstrate:

Level I

P.O. Verbalization at a simple level of his or her feelings about a movement experience. L.E. Discussions, "Show and Tell"; I learned Statements, I Can Statements

P.O. Play and work with another child, sharing space, equipment, simple ideas while maintaining emotional control.
L.E. Discussions; Stations Work; Task Work; Open Laboratory

Level II

P.O. Ability to make choices of activities, stations, equipment, when to do certain things quickly and within limitations in a self-directive manner. L.E. Having choices to make; Open Gyms.

P.O. Ability to set a simple goal and verbalize about reaching that goal. L.E. Goal setting; Me charts

P.O. Increasing willingness and interest in talking about and sharing feelings about movement experiences. L.E. I Can Statments, I learned Statements, Movement Essays; Sentence Completions; Movement Journals.

Level III

P.O. Recognition and acceptance of individual differences of self and others due to various limitations. L.E. Being a "listener" for a child with dearing difficulties.

P.O. Willingness to discuss basic values of self and otehrs in respect to sharing, sportsmanship, competition, cheating, helping others, activity interers, it. al. L.E. Sentence completions, Movement Essays, Discussions.

P.O. Expression of emerging value system about exercise, choice of activities and own limitations in movement.
L.E. Movement Journals, Movement Autobiography; Auestionnaire, "How I Feel About Physical Education"

Level IV

P.O. Responsibility for planning and presenting ideas or activities in class and activities outside of class. L.E. Peer Teaching/Cross Age Teaching; Miniworkshops

P.O. Interest in learning new movement activities as well as traditional ones. L.E. Interest Clube, Independent Study; Reading Clubs, Miniworkshops

P.O. Willingness to critically evaluate own performance and needs. L.E. Pupil Goal setting; Goals I Want to Achieve, What I'd Like to Do Better In. Self-Evaluation

P.O. Appreciatin of cultural aspects of movement of own and other cultures. L.E. Reading Clubs; Mini-Courses, Mini-Workshops.

P.O. Willing to participate in some movement activities of own interest outside of class situation. L.E. Interest Clubs; Independent Study; Youth Sport Activities.

Movement Autobiography

Purpose: To help children recall and reflect movement experiences and to use to help clarigy the impoetance of experiences, feelings, and projections. The "movement autobiography" also helps students gain better insight, better interpersonal relations, as well as enabling them to trace the development of some skill or interest.

Procedure: The autobiography may be written in essay form; as a chronological listin of developments of a certain aspect; in book form in chapters; in pictures, drawings, song, or dance. This is a good modality to plan in conjunction with the art, music, and/or dance teacher, It could be done in and out of the activity setting—or perhaps ar home. The movement autobiography is best used in the upper grade, because older children have more and broader movement experiences to reflect upon. The teacher should first discuss writing the autobiography, giving some suggestions of things to think about—or, for some groups an outline, depending on the major reason or further use of autobiography and the abilities of the individuals. This may be cumulative or added to within a year or two.

Reading Clubs

Purpose: To enrich and broaden knowledge of certain activities or concepts through reading historical or contemporary novels, biographies, and nonfiction concerning movement activities or related topics such as the Olympics. It is an activity that may be planned with the reading teacher.

Procedure: With the help of the librarian, a list shoud be compiled of movement-related books available in the school library, or those available in the lending library. Pupils should be encouraged to read a book a month, so many a year, one about each activity, ets. A chart may be made listing book club members with the names of the books read. A book review session may be held periodically on Interest Days of in after-school activity time. Each pupil may contract to read so many books a semester or year. Some provision should be made for the pupils to discuss what they have read. The emphasis is not necessarily on quantity, but on enjoyment and learning more about movement.

from: Evelyn L. Schurr. Movement Experiences for Children: A Humanistic Curriculum for Elementary School Physical Education. Englewood Cliffs, New Jersey. Prentice-Hall, Inc. 1980.

"I Can" Statements

Purpose: To let pupils express what they feel they can do. For some shy or slow children, this affords a chance to build confidence. Voluntary and spontaneous one-sentence statements allow very small accomplishments to become larger.

Procedure: This technique may be used at the beginning of an instructional unit, at the end of a lesson, or at the end of an instructional unit. The teacher should ask the students to think of one new and/or small thing they can do related to the activity, perhaps giving them an example (I can hop across the beam; I can bounce the ball with one hand). If children have trougle thinking quickly, let them jave a minute or two to write something down or discuss it with another pupil (during class the teacher may casually say to a shy child, "That's an 'I Can' for you today"). Pupils may be allowed to call out one "I Can" statement or you can go around the circle, giving studetts the option of contributing or passing. This should be done quickly and take only a few minutes. A list of students' "I Can" statement may be kept in their movement journals.

Movement Essays

Purpose: To have children reflect on their feelings about themselves and a particular activity. This will help children become more aware of their values and/or help them clarify their values.

Procedure: Identify some topics and ask children to write a short essay or position paper on a topic of their choice. You might limit it to two pages or so many words. You may give the same topic to everyone. The follow-up may be a discussion about topics: this can be in a teacher-pupil conference, or with the group.

Suggested topics

-The activity in which I like to be as highly skilled as possible.
-Everyone should be physically fit.
-How I feel when I play _____...
-What new activities would I like to learn.
-The best positions to play in softball, soccer...
-The responsibilities of a team captain.
-My preference of playing activities alone, with a partner, or with a team.
-How I feeel about cheating to win a game.

from: Evelyn L. Schurr. Movement Experiences for Children: A Humanistic Curriculum for Elementary School Physical Education. Englewood Cliffs, New Jersey. Prentice-Hall, Inc. 1980.

Movement Journals

Purpose: The purposes of a movement of a movement journal may be many, but the focus is on providing a way for children to consciously record some things that concern their experiences in movement. These may be collections of records of things they have done, original idess, feelings ancedotes about their experiences in movement. Some are cumlative, some are started and ended each year. Children usually design and keep their own journals. They may or may not be shared with parents, teachers, or friends; however, the teacher should have some discourse with the child about the journal. Contents may include goals, tests, drawings, newspaper and magazine articles, evaluation reports, original games and dances, fitness scores, vocabulary lists, ets. The contents should include an emphasis on original reflection about one's feelings and the significance of one's experiences in movement.

Mini-Workshops

Purpose: This process recognizes the value of having children learn from one another; share the unique knowledge, skills, and interests of others; and make selections or choices of what they want to do. It also gives children the responsibility of planning.

Procedure: The teacher should set aside certain days or times within a lesson during whoch pupils may choose to be teachers, to share with other pupils what they know. Conversely, it is an opportunity for pupils to choose something they want to

learn that is usually not taught by the teacher in class.

A sign-up sheet may be posted asking those who want to plan or teach a mini-workshop to indicate what they want to teach. The teaching may range from a demonstration to a full participation lesson, the latter being preferable. It may be fly casting, a dance step, juggling, backpacking, etc. There may also be a list of what pupils would like to learn. A schedule is set; the teacher may help the pupil-teacher with plans or resources (two persons could plan together); the size of the learning group may be set. More than one workshop may be planned at the same time. Sign-up sheets may be posted for each workshop. The workshop may be held during class or during an open lab period, during lunch hour, or after school. It is best not to start with too many at the same time. Alternative activity centers may be scheduled at the same time for those who are not interested in the workshops or for those beyond the number that can be accommodated. The teacher may prepare with the pupils the parameters for the workshops-i.e., time limits, space limits, teacher responsibility. Workshops may be repeated. A simple evaluation form may be designed for use by pupils to aid pupil presentations in the future and to determine repeat performance needs. The same procedure may be followed for mini-workshops to be given by parents, other teachers or pupils, or people from the community.

from: Evelyn L. Schurr, Movement Experiences for Children: A Humanistic Curriculum for Elementary School Physical Education. Englewood Cliffs, New Jersey. Prentice-Hall, Inc., 1980.

Louis A. Gardner
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Outdoor Education Activities

Outdoor education was defined by Dr. Julian Smith as that which takes place in the outdoors. By using this definition, outdoor education can be part of any and all pieces of the school curriculum. It is not the sole domaine of physical educators, science educators, recreationists, or any other group; but it belongs to all teachers, no matter what their specific discipline may be. However, it has, for no good reason, been claimed mainly by the physical educators, recreationists, and science educators as belonging to them. The reasons for this may be attributed to the conservative view that school is a building and learning takes place in a room within that building. Fieldtrips and physical activity have been accepted by the traditionalist in these conservative schools, and thus physical educators and science educators were able to accept and implement the beginnings of outdoor education.

This is a brief presentation of what is happining in some schools with children and how we are attempting to "liberalize" teachers in all subject areas; so they will begin to think of school as an instituion where learning takes place which uses the total environment rather than a building and a room.

The approach used to "liberalize" teachers is to put them into various experiences designed to provide small and large group interaction and problem solving; to provide a blend of dependence and independence; to provide mantal and physical stress (which at times, becomes distress); to provide beginning skills in a variety of activities including environmental problems and investigative methods, family camping, archery, art, music, poetry, math, backpacking, gun safety, sailing, water

skiing, casting and angling, history, economics, mountaineering, white water canoeing, first aid, and other activities ranging from horticulture to maintenance crew work; and to provide opportunities for each person to approach the extent of their physical and/or psychological limits. All of the activities are done in the outdoors so that each person begins to see that the outdoors can be a viable environment for learning whether it be in an urban or rural area.

Karla W. Stein
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Moving Through the Mainstream: Cooperative Games and Activities to Include Handicapped Students in Regular Physical Education Programs

(1) Cooperative Musical Hoops. This is a good activity for introducing the idea of working together to very youn children. The fula hoops provide a structure within which two or more children can play together, and because of this we found the hoops to be a very effective means of promoting initial cooperation among three- and four-year-olds. To begin, the group divides into pairs, with each pair standing inside a single hoop. Each child within the hoop holds up his or her portion of the hoop (usually at waist or shoulder level). Music plays while the children skip around the room, staying inside their hoop. In order to do this, the two children must move in the same direction and at the same pace. Each time the music stops, the children from two different hoops team up together by stacking their hoops together and getting inside them. This process continues until as many children as possible are all together inside (and holding up) as many stacked hoops as possible. The game generally ends with about eight children in one hoop.

Cooperative Musical Hoops can also be played like Cooperative Musical Chairs. in this case the hoops remain stationary on the floor and the children ckilp around them, jumping inside when the music stops. Each time the music stops, a hoop is removed and all the children work together to ensure that everyone (or some part of everyone) becomes part of the remaining hoop(s).

(2) This Is My Friend (Little People's Introduction Game).
We initially used this game to help us get to know the children' names and to help the children get to know one another's names. The game begins with the children sitting in a circle holding hands. If the children do not already know the name of the person sitting on their immediate left, they ask them. One child them kicks things off by introducing this person to the rest of the group: "This is my friend John." When he says his friend's name, he raises his friend's hand in the air. His friend then introduces the person on his left in the smae way and raises her hand. This continues wntil everyone has been introduced and all hands are in the air, with everyone still holding hands with the friend who introduces him and the friend he introduced.

(3) Frozen Bean Bag (Help Your Friends). This is an active game of helping. All the children begin by moving around the gym at their own pace, each balancing a bean bag on his or her head. The leader or teacher can change the action or pace by asking the children to try to skip, hop, go backwards, go slower, go faster, etc. If the bean bag falls off a child's head, he or she is frozen. Another child must then pick up the bean bag and place it back on the frozen player's head to free him, without losing his own bean bag. The ofject of the game is to help your friends by keeping them unfrozen. At the end of the game the children can be asked,

how many people helped their friends, or how many times did you help your friends? If desired, a quick count of helping acts can be taken. This is a good game for Six-, seven-, and eight-year-olds, and can be a lot of fun when played to music. Five-year-olds, can hold on to their own bean bag while helping another, rather than balancing it on their heads.

(4) Sticky Popcorn. The children begin this game by "popping"-jumping or hopping-about the gym as individual pieces of sticky popcorn, searching for other pieces of popcorn. When one piece of popcorn comes into contact with another piece, they stick together. Once stuck, they contiue to pop around together, sticking to other pieces, until they all end up in a big popcorn ball.

From our experience with five-year-olds, be forewarned that sticky popcorn balls will begin to popup at the strangest times on the way down to the gym or while children are in the process of getting their coats off after recess. They can also merely "popcorn" in a group by forming a tightly knit circle with their arms around each other (or hand in hand). Sereral popping balls (from three to twenty-three soccer-type balls) are placed inside the circle, and the children move around as a unit, tying to deep the balls inside.

(5) Bridges. Bridges, bridges, and more bridges. How many kinds of bridges can be built? You'll need a bean bag and a stick 2 to 3 inches wide for every two children. First the children link bences together to set up a series of bridges reaching across the gym. Next they pass the equipment down the line from one to another so that the first person to get to the equipment holder has the honor of being first passer and last to get his or her own equipment. When each child has a partner and each set of partners has a bean bag and a stick, they are ready to begin. Each child takes one end of the stick, and the two partners try to balance their bean bag in the middle of the stick between them while moving around the gym. Generally the children face each other and begin by following the lines on the floor, which lead them to the various bridges, Soon they clumb up onto the first bridge, trying to keep the stick level and the bean bag in balance. As they approach the end of the bench, the parson walking forward tells his partner (who is walking backwards) that the end of the bench is coming. ("Be careful... stepdown.") This is an important time to develop concern for the other child's welfare. A variation of "bean-bag" bridges is to have the children go through the course (a) in pairs, balancing a ball between them using two sticks ("ball bridges"), or (b) in fours, balancing a cup of water on a stiff paper plate with four sticks. To build less tangible, personal bridges is the ultimate aim.

(6) Magic Carpet. A group of about seven children take turns giving each other magic-carpet rides on a gym mat. With kindergarten children the middle person's "ride" can consist of getting "jiggled" around in one spot, which they all seem to injoy. In some cases the "carpet" is pulled steadily to the other side of the gym, with the middle personlying, sitting, or crouching on the mat. The rider can choose the riding position and control the speed ("slower," "faster," just right"). In the begginning, a rotation for taking turns could be suggested or it can occur spontaeously, depending upon the group.

(7) Fish Gobber. All you need is an area big enough for all the children to spread out with ample foom to maneuver. When the caller (known as the Fish Cobbler shouts "Ship" all the children run toward the wall to which he points. On the shout "Shore" they quickly change directions and run toward the opposite wall. On the "Fish Gobbler," the kids quickly drop to the floor on their stomachs and link arms, legs, or bodies together with one or more friends. The fish Gobbler move around the room with arms outstretched like a big bird swimming toward the other

players but not touching any of them. The children are all "safe" as long as they are all physically linked together. Once the Fish Gobbler sees that everyone is linked to someone else, the signal "Rescue" is called. At this moment all the children jump to their feet, join hands, and yell "Yah," raising their joined hands over their heads. The game ends when the children are ready to move on to another game. Various other calls could be added, such as "Sardines" (everyone runs to a central point to make the tightest group possible by either lying on the floor or forming a massive standing hug); "Fishermen All" (everyone sits on someone else's knee or knees); "Crabs" (everyone backs up to a partner, bends over, and reaches under their own legs to hold hands); "Fishnet" (let the kids use their imagination and decide how to make one).

(8) Grasshopper. The name of the gme come from a six-year-old girl, who thought it was definitely a grasshopper. See what you think. About eight or ten children arrange themselves standing around the edges of a sturdy blanket. A beach ball (grasshopper) is placed in the center of the blanket, and the children try to make it hop. It takes a collective effort to get that grasshopper high in the air and then back onto the blanket, without letting the grasshopper fall on the floor. It usually takes five-year-olds several sessions to get the hang (or hop) of this, particularly moving as a unit to catch the ball, but they do get it. It's fun, and the grasshopper can do other things, too, like rolling around the outside edge of the blanket, just missing everyone's fingers (where they hold on to the blanket). For added excitement and challenge, cut a hole in the center of the blanket, big enough for a beach ball or alloon to pass through. See if the kids can get the grasshopper to roll throught the hole or jump into the air and come down through the hole.

(9) Collective Blanketball. Two teams of about eight or ten each spread out around two sturdy blankets or similar-sized pieces of durable material. They grasp the edges of the blanket, and a beach ball or monsterball is placed in the middle of one. To warm up, groups toss the ball into the air and catch it again in the blanket or roll the ball around the outside edges of the blanket. Teams then pass one ball back and forth by tossing it in unison toward the receiveing team. One team can also toss their ball straight up and dash out of the way to let the other team dash under it to catch it with their blanket.

You can also give each team its own ball, so that they can exchagge them by simultaneously tossing their ball toward the other team on a signal that is already agreed upon.

For groups seeking additional challenge, juggling can be attempted by trying to get two or more balls going in the air in a contiuuous manner. This can be attempted initially by one team alone, making sure one of two balls is always in the air, and later by tossing balls from team to team. To involve more people use a sturdy bedspread, a large piece of lightweight canvas, or a parachute.

(10) Collective-Score Blanketball. Two teams use a blanket to toss a beach ball (or a large pushball) back and forth over a volleyball net. Every time the ball is tossed over the net by one team and cought successfully in the blanket keld by the other team, one collective point is scored. This game is extremely copperative in structure, as every team member is a part of every toss and every catch made by his or her team. In addition, both teams work together toward a common end There remains the collective challenge of scoring as many points in a row as possible.

(11) Balloon Bucket (Collective Hoops). One balloon or beach ball is provided for every two children. For a group of twenty, about eight or ten hula hoops are

spread out on the floor around the edges of the playing area. Partners bat the balloons back and forth in a nonstop fashion as they attempt to score. In order to score, one of the partners must manage to pick up a hoop, and continue on with her partner to the next hoop while still batting the balloon back and forth. The object of the game is for the enitre group to score collectively as many hoops as possible in a certain time period (for example, five minutes ofr twenty people). No player can run while holding the balloon. No player can bat the balloon twice in succession. It must be hit by one partner and then the other.

This is a totally active game with total involvement and a great deal of cooperation. It can be played with groups of any size merely by adjusting the number of hoops that are put out. It can also be played in teams of three rather in pairs.

(12) Baseball Tennis. It is similar to ragular street baseball in that you have a batter, a pitcher, and some fielders. However, a tennis racket is used as the bat and a bean bag is used as the ball. They first tried playing with a tennis ball, but "it went too far." So now they "chuck in" a bean bag. It works really well; there is no problem getting a "hit."

(13) Collective Blowball. One person lies on his stomach on a mat while four to six others drag or carry the mat. The object is for the person on the mat to blow a ping-pong ball from a starting line to a finish line anout 10 feet away. ONce the ball goes over the finish line, the blower switches and becomes a carrier. The players can attempt to see how quickly they can have their whole team blow a ball back and forth between two lines, or how many times the ball can be blown back and forth in a certain time period.

For a variation, about five people lie on their stomachs in front of a starting line facing five others who are lying across a finish line. Several ping-pong balls are rolled out into the midpoint between the two lines. The collective objective is to blow the balls back and forth as many times as possible in a certain time span. The number of players and balls and the distance tetween lines are all very flexible.

(14) Collective-Score Towel Ball. This game is similar to Collective-Score Blanketball except that team member propel a beach ball over the net using towels. Players work in pairs within their teams. One collective point is scored every time the ball goes over the net and is cought by a pair on the other side. The ball must be passed to a second pair before being volleyed oever. This game can also be played in groups of three or four and with towels of different sizes and shapes, chosen by players according to their ability and skill level. The number of pairs per side and the number of balls are also flexible.

(15) Scooter Basketball. In this game, similar to traditional cross-court basketball, each player sits on a little wooden scooter (similar to a small mover's dolly on casters) that allows free movement in any direction. The player propels himself by pushing off on the floor with his feet. Dribblling is optional. Every player on the team must bouch the ball before attempting to score.

(16) Scooter Towel Ball. This game is similar in structure to Scooter Basketball. Each player sits on a little wooden scooter but players work in pairs. Each pair has a towel, which they use together to catch, pass, and shoot. This game can by played using a traditional scoring procedure with a large goal, no goalie, and an "all-touch" rule.

(17) Partner Scooter Basketball. This game is the same as Scooter Basketball except that one partner is on a scooter and the other is not. The standing partner pushes her mate around the court on the scooter but cannot touch the ball; the seated partner shoots at the goal or passes the ball to another player. Partners later switch positions. Different scoring options can be introduced to account for ability (e.g., shoot into a large net, through a hanging hula hoop, into basketball net), and either traditional or collective scores can be counted.

Marjory H. Liptak
Assistant Director, Fulton County Physical Education

Fulton Has Fun With Fitness

Fulton County developed a physical fitness test for primary grades one, two, and three. The test was besed on the Youth Fitness Test of the AAHPER. Over a period of several years thousands of children were tested. Scores were studied and norms were determined as a result of performance.

The development of a new physical fitness test has given impetus to devising a different primary test. Individual teachers are doing various things. Two plans are being utilized - the first one tests static balance, dynamic balance, coordination, abdominal strength, explosive power of legs, and cardio-vascular fitness. In this test students are encouraged to improve their own record. Testing is done three times a year with results given on an individual basis.

The other fitness test includes an obstacle course that was developed by the teachers. After instruction on the individual items, students run the course in the quickest time possible. A set and reach test as well as a jump and reach test is also given to these students.

Fulton county Primary Fitness Test
for Grades One, Two and Three

Standing Broad Jump
Equipment: Mat, floor, or outdoor jumping pit, and tape measure.
Description: Pupil stands with the feet several inches apart and the toes just behind the take-off line. Before jumping, pupil swings the arms backward and bends the knees. The jump is accomplished by simultaneously extending the knees and swinging forward the arms.
Rules:
1. Allow three trials.
2. Measure from the take-off line to the heel or other part of the body that touches the floor nearest the take-off line.
3. When the test is given indoors, it is convenient to tape the tape measure to the floor at right angles to the take-off line and have the pupils jump along the tape. The scorer stands to the side and observes the mark to the nearest inch.

Scoring: Record the best of the three trials in feet and inches to the nearest inch.

SEAL CRAWL
Equipment: Stopwatch; two lines 20 feet apart.
Directions: Pupil starts behind starting line with weight held on hands on the floor, elbows straight, legs out behind. On the signal "Go", he

moves forward and to the finish line as fast as he can. If he falters, he should assume the starting position and continue until he crosses the finish line. While he is moving, the knees may not touch the floor, and he may not push with the feet. To do either of these is a mistrial, and the test must be repeated.

Scoring: Time is from the signal "Go" until the hands touch the finish line. Score is recorded to nearest tenth of second.

Sit-Up (flexed leg)

Equipment: Floor or mat, stopwatch.

Directions: Pupil lies on back with knees bent, feet on floor, heels not more than 12 inces from buttocks. Angle at knees should be less than 90°. Hands are clasped on back of neck, elbows placed squarely on surface. Feet are held by partner to keep them on surface. At signal "go" pupil brings head and elbows forward as he curls up and touches elbows to knees. He then returns to starting position with elbows on surface before sitting up again. Repeat until timer says "stop" at end of 30 seconds.

Rules:
1. No resting between sit-ups.
2. Fingers must remain clasped behind neck.
3. Both elbows must come forward without pushing off from floor with one elbow.
4. Both elbows must return flat on surface before doing another sit-up.

Score: Record number of correct sit-ups in 30 seconds. Watch is started at "go" and stopped at "stop".

FLEXED-ARM HANG

Equipment: Stop watch, chinning bar that can be adjusted in height.

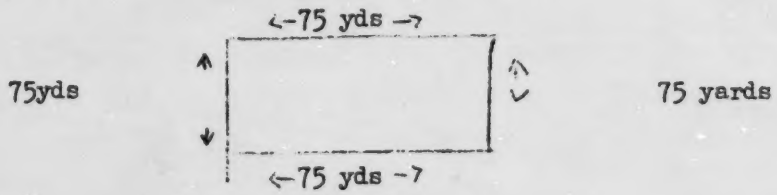
Directions: Bar should be placed at approximately same height as that of students being tested. Two spotters, one in front and one in back, help pupil raise his body so that chin is above bar. Elbows are flexed and chest close to bar. Feet must be clear of floor. Grip must be overhand (palms forward). Pupil holds this position as long as possible.

Rules:
1. Start timing as soon as student is in proper position and released by spotters.
2. Stop timing when:
   a. chin touches bar,
   b. head tilts back or
   c. chin drops below bar.
3. Knees may not be reised.
4. Legs may not be kicked.

Scoring: Record to the nearest whole second.

300-Yard Run-Walk

Equipment: Stop watch, Track or other area as in diagram:



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Directions: Pupil starts at designated spot. At signal "Ready, Go" he starts running. The running of the 300 yard distance may be interspersed with walking. The object is to cover the distance in the shortest possible time. It is possible to have a dozen pupils run at one time by having pupils in partners. One partner is being tested while the other one stands at finish line. The timer calls out the time when each crosses the finish line. The pupil listens for his partner's time.

Scoring: Record in minutes and seconds

30-Yard Dash

Equipment: One stopwatch, starting line and finish line 30 yards apart.

Description: It is preferable to administer this test to two pupils at a time. Have both take positions behind the starting line. The starter uses the commands "Are you ready?" and "Go!" The latter is accompanied by a downward sweep of the starter's arm to give a visual signal to the timer, who stands at the finish line.

Rules: The score is the amount of time between the starter's signal and the instant the pupil crosses the finish line.

Scoring: Record in seconds to the nearest tenth of a second.

FULTON COUNTY PRIMARY FITNESS NORMS
FOR GRADES 1-3

TEST	GRADE	SEX	STANDARD	MERIT
BROAD JUMP	1	Female	3 feet, 2 inches	3 feet, 5 inches
	1	Male	3 feet, 5 inches	3 feet, 8 inches
	2	Female	3 feet, 7 inches	3 feet, 10inches
	2	Male	3 feet 10 inches	4 feet, 2 inches
	3	Female	3 feet, 10 inches	4 feet, 2 inches
	3	Male	4 feet, 3 inches	4 feet, 7 inches
SIT-UP	1	Female	9	11
	1	Male	10	12
	2	Female	12	14
	2	Male	13	15
	3	Female	14	16
	3	Male	16	18
30 Yard DASH	1	Female	7.6 Seconds	6.2 Seconds
	1	Male	7.6 Seconds	6.0 Seconds
	2	Female	7.3 Seconds	5.8 Seconds
	2	Male	7.2 Seconds	5.6 Seconds
	3	Female	7.0 Seconds	5.4 Seconds
	3	Male	6.8 Seconds	5.2 Seconds

Name _____ is a member of

MRS MAC'S MUSCLE MAKERS

SNOOPY SAYS:

Fitness is fun!

Run for your life!

Jump for joy!

Hang in there!

MY FITNESS SCORES	FALL 1977	SPRING 1978
300 Yard Run (leg strength, endurance)		
30 Yard Dash (leg strength, speed)		
Broad Jump (leg strength)		
Arm Hang (arm strength-stationary)		
Seal Walk (arm strength-moving)		
Sit Ups, in 30 secs. (abdominal strength)		

KEY

Number of improved events:

6 - Blue star
5 - Yellow star
4 - Green star
3 - Red star
2 - Brown star
1 - Purple star

Test	GRADE	SEX	STANDARD	MERIT
30 yd, dash	1	Female	10.0 Seconds	8.5 Seconds
	1	Male	8.5 Seconds	7.0 Seconds
	2	Female	8.5 Seconds	7.0 Seconds
	2	Male	7.3 Seconds	6.0 Seconds
	33	Female	7.5 Seconds	6.5 Seconds
	3	Male	6.7 Seconds	5.4 Seconds
Flexed Arm Hang	1	Female	8 Seconds	12 Seconds
	1	Male	10 Seconds	16 Seconds
	2	Female	9 Seconds	14 Seconds
	2	Male 1	12 Seconds	18 Seconds
	3	Female	10 Seconds	16 Seconds
	3	Male	14 Seconds	20 Seconds
300 Yard Run/ Walk	1	Female	1 min., 50 Seconds	1 min., 25 Sec.
	1	Male	1 min., 45 Seconds	1 min., 20 Sec.
	2	Female	1 min., 40 seconds	1 min., 20 sec.
	2	Male	1 min., 30 Seconds	1 min., 15 sec.
	3	Female	1 min., 30 Seconds	1 min., 15 sec.
	3	Male	1 min., 25 Seconds	1 min., 10 sec.

Dr. Billy Gober, Coordinator
Elementary Physical Education
DeKalb County Schools

Fun-Educational Football

The following outline is a movement exploration approach to the game of football and is designed to be both fun and educational. The primary ofjective of this unit is total activity and involvement of each child during each moment in physical education, with secondary emphasis upon the fundamental skills of football.

To implement this unit, and meet the stated objectives, one football (or ressonable facsimile) is required for every two children. This can be accomplished by asking the children to bring their own footballs or by purchasing plastic footballs (Cosom or Nerf footballs) which are attractive and inexpensive.

Since no emphasis will be placed upon body contact it will be necessary to provide each child with a pair of flags (cloth strips 10" to 12" long and 1" to 2" wide or purchase flag-football belts) which are pulled from the runner and constitute the tackling act.

The progression which follows initiates the various skills of football with a partner and eventually leads to group play. Girls, as well as boys, will enjoy participating in this unit and amidst total involvement the instructor will be free to render individual help and instuuctions to those less familiar with the skills required.

Major Focus

Skills associated with handling a football.

Specific Objectives

1. Awareness of the skills related to football.
2. Realization that the football may be advanced by running or throwing.
3. Throwing and catching the football.

Equipment

One football for each pair (or group of three) children.

Teaching Sequence	Teaching Emphasis
1. Introduction to football unit. "Before we begin a unit on football, let's see what the class knows about the game and what is required of its players. What do you have to do in the game of football?	1. Encourage answers from girls as wa well as byys. The children will probably suggest most of the basic skills first, i.e., kick or punt, pass, catch, tackle and block.
2. Repeat all the skills and/or activities the class offers, and then ask them "Wat is the basic objective of the game?" If they do not respond accordingly ask "How do you score points for your team in football?	2. The basic objective is to score touchdowns via running or passing the ball over the opponents goal line. This is important because it establishes the activities to follow.
3. "The skills of running, passing and catching have been established as the most important ingredients in the game and are those that we will strees first. Everyone will find a partner, get a football from me and find your own space on the field and pass the ball to your partner.	3. Prior to passing with partner, it may be advisable to demonstrate the grip and passing techniques. Using the basic overhand throw, opposite foot forward, body rotation and weight transfer from back to front foot. The most unusual aspect is the shape of the ball. To throw a "Spiral" let the ball "roll -off" the fingers.
4. Move from group to group giving individual assistance on throwing a "Spiral" and emphasize throwing at the partner's chest.	4. Like all balls, the football should be caught with the hands, which "give" with impact and "pull the-ball-in".
5. Allow sufficient time for exploration and practice then ask the group to "FREEZE". (Causing all action to stop) "There are other ways of handling, can you think of any?" Snapping, hiking, or ce centering the ball will be offered.	5. If they cannot hear you from a central point bring the group together. You may get the toss or lateral as a suggestion, accept it as a good suggestion and something we will try later.
6. "In centering the ball you use the smme grip and throw, except you throw the ball backwards between your legs. Try it with your partner.	

Teaching Sequence	Teaching Emphasis
7. "Try snapping the ball and running a shor pass pattern." Demonstrate with a partner by sking someone to center the ball to you and running five steps and turning right to receive a pass.	7. Emphasize the fact that "pass patterns" are really pathways that are planned by the passer and receiver. The passer should learn to lead (throw several steps ahead) the receiver.
8. After a time of vigorous running conclude the lesson by asking partners to get 5' apart and lateral the ball very quickly to one another. "Whose group will be the first to lateral the ball 25 times without dropping it?. . . GO!"	8. The objective of this activity is learning to catch and get rid of the ball from various grips and positions. Since handoffs will be stressed in future lessons it is important that the children know how to handle the football.

EVALUATION

How many children could throw a "Spiral" at the beginning of this lesson? At the End?

Major Focus

Skills associated with running and dodging.

Specific Objectives

1. Knowing how to "tuck" a football.
2. Running and dodging tacklers.
3. Learning the basic elements of flag football.

Equipment

One football for every two children and a pair of flags for evry child.

Teaching Sequence	Teaching Emphasis
1. Distribute "flags to child (home-made flags should be tucked into the hip pocket or belt, with 10-12 inches available).	1. Explain how flags are used in "Flag Football" to constitute the tackling act by pulling the tunners flag out and holding it above the head.
2. In some ways the game of "Flag Football" is more difficult because you have to be close enough to pull the flag from the runner.	2. Make sure the children know that they are to pull the flag, rather than hold the runner.
3. Ask everyone to find his "own space" within specific boundries. Distribute thefootballs to half the children in preparation for playing "maize tag."	3. Those children without footballs will be the tacklers, but cannot move out of their own space. They may reach the flags of those who run by only.

Teaching Sequence	Teaching Emphasis
4. On the signal "Go" those children having footballs will run throughout the "open space" attempting to dodge the tacklers who are frozen in their "own space."	4. Allow the space to be restricted in order to insure that runners must actually dodge the tacklers.
5. After a period of time stop the action with "Freeze", retrieve all missing flags and each runner exchanges positions with the tacklers and a new game is begun.	5. Teacher may modify the tag activities by allowing tackler to exchange with runner on the spot.
6. Bring the group together and explain how we should "carry the football." We are now ready to play "partner tag."	6. You "tuck" the football when you run with it by placing the hand over the point (Nose) of the ball and pulling the opposite end into the arm pit.

Partner Tag

The group is divided into pairs with one child having a ball. The runner may start as the teacher counts 1-2-3-Go. On "Go" the tackler chases the runner through the open space (watch out for other runners) and pulls his/her flag. When this occurs the partners exchangs the ball and the tackler counts 1-2-3-Go. A tackler must pull only one flag. Try to pair children off according to size and body type to insure equality in running with the ball.

Evaluation

Do the children know how to run on their toes and change directions quickly!

The following activities are suggested as a follow-up to the initial lessons. The teacher is encouraged to involve as many children in a progression of football skills prior to actually playing regulation flag football. Allow each person the opportunity to be passes, receiver, center, runner, and blocker with his/her partner or small group before involving them in large group play.

Ball Handling

Pass the ball back and forth to your partner. Which group will be the first to complete 25 throws, without missing? (Prior to this game a discussion of passing, lateral, toss as means of transferring the ball from one person to another might be appropriate).

Pass for Distance

Partners divide into roles, one stands on the goal line and is the passer, the partner moves onto the field and returns the ball to passer. The objective is distance, the receiveing partner's distance from passer at the end of a number of throws (10) will mark distance by number of steps required to return to partner at goal line. (This also aids children in judging distance and throwing capabilities).

Pass Defense
Partners jion with another set of partners following a sessionin which thy have worked on pathways (pass routes). One pair of partners are given the ball and must advance toward opponents'goals by passing. Partners must alternate as passer and receiver. They may run four downs and completing two passes will constitute a first down and retain the ball, otherwise the opponents will take over. Opponent defense by rushing passer with one player and defending receiver with other.

Tire Obstacle Run
Using tires (or hula hoops) each player runs through, stepping into each tire while carrying the ball from hand to hand in process. A handoff may proceed the obstacle run as each runner returns the ball to the front of the line.

Team Tag Game
Group children into teams of eight, with all tam members having the sme color glags. Ask each group to choose a team name (Falcons, Colts, Dolphins, Lions, Redskins...). One team will be placed in the center of an area having two lines 20-30 yards apart. All other team members will line up on one line facing the center. The "tag" team will call out a team by name and attempt to tackle (pull out flags) of as many opposite teams flags before they near the end line (Goal) as possible. Game contiues until all team have been called. The team with the most players reaching the goalbecomes new tag team.

Team Keep-Away
Two teams of eight each, having different color flags, play keep-away with one football. Designate boundaries and instruct the children that by passing and catching one team attempts to keep the ball in their possession. The opposite team may obtain the ball by intercepting or pulling the flag of someone who has the ball.

Kick-Off Fotball
Two teams of eight each play on a field space 15 yarss by 20 yerds, having two designated goals. At the start of the game one team lines up at midfield, the other team spreads out deep in its own half of the field. A player on the team (designated as kicking team) throws the ball into other team's area. A player fields the ball and attempts to return it to the goal line. He/she may lateral (backwards only) to a teammate or attempt to run all the way with it. Members of the opposite team try to tackle (pull flag) before goal is reached. A goal is six points if scored, and in either case is followed by return to midfield and another kick off.

Flag Football
Area:
Field 60 yards by 30 yards, goal line at either end, lines drawn across field at 20-yard intervals. A line 10 yards behind each goal line designates the end zone within which passes may be caught for touchdowns.
Formation:
Teams may consist of six to ten players each. If less than seven are playing, four are linemen and two are backfield men. Two of the linemen are ends and usually go out for passes. If eight or more play, no more then four backfield players are allowed.

FLAG FOOTBALL

Area:

Field 60 yards by 30 yards, goal line at either end, lines drawn across field at 20-yard intervals. A line 10 yards behind each goal line designates the end zone within which passes may be caught for touchdowns.

Formation:

Teams may consist of sox to ten players each. If less than seven are playing, four are linemen adn two are badkfield men. Two of the linemen are end and ususlly go out for passes. If eight or more play, no more than four backfield players are allowed.

Procedure:

1. Kick-off: The game is started with a kick-off from the goal line of the team which is designated by lot or choice. If the ball is kicked out of bounds, it is brought back to the goal line and kicked again. If it goes out of bounds on the second kikk, the other team starts play at their 20-yard line. The kick-off may not be recovered by the kicking team unless the other team touches and fumbles it.

2. Line of scrimmage: The ball is placed werever a player is downed and this is called the line of scrimmage. If a pass was attempted and was not caught or intercepted, it is returned to the line of scrimmage.

3. Downs: A team is allowed four downs, or attempts ot move the ball either by running with it or passing it 20 yards or into the next zone. If they cannot move into the next zone in four downs, the ball is given to the other team at the line of scrimmage.

4. Huddle: This is the term applied when a team meets in a huddle or circle to plan their next play. After huddling the teams line up, and play is started when the ball is centered.

5. Forward pass: The ball may be thrown forward by a player form behind the line of scrimmage. He may lateral the ball from any point. This is a pass thrown to a man behind the passer.

6. Blocking: A player may block only by putting his body in the way of an opponent. No hand or body contact is permitted.

7. Tackling: A player may only be downed or tackled by having one flag pulled from his belt. Players may be required to wear two flags, one on either side; or only one flag may be required, and that is worn in the center of the belt. A tackler may not grab the runner and then the flag.

8. Punting: All punts must be announced before the ball is centered. Neither team may cross the line of scrimmage until the ball is kicked.

9. Fumbles: If a ball is dropped on the center pass behind the line of scrimmage, it may be picked up by a back. When a ball is dropped anywhere on the field, no one may pick it up and advance it. The first person to touch it gains possession of it for his team.

Scoring:

Touchdown-6 points. Pont after touchdown-1 point. After a touchdown, one play is given the team from a spot 3 yards out from the goal to make an extra point. Aafety-2 points. A safety is called when the defending team cause the ball to go back over the goal ine, either by fumbling it, or a player being chased over it and caught. If a player intercepts a ball behind the goal line and does not run it out, or if the ball is kicked over the goal line and touchback occurs and the ball is taken out to the 20-yard line and given to the team who was defending the goal.

Penalties:

Loss of 5 yards for the following:

1. Failure to announce intention to punt.
2. Initiating a forward pass beyond line of scrimmage.
3. Off-side (player over line of scrimmage bafore ball is centered).
4. Delaying the game.
5. Tucking flag too deep in the belt.

Loss of 15 yards for the following:

1. Illegal blocking.
2. Illegal tackling or use of hand on either offense or defense.
3. Unsportsmanlike conduct.

Variations:

The size of the football field and number of player is dependent upon the skill level of the class and the space available. The field may be divided by 10-yard zones rather than 20. Six downs rather than four may be allowed to go 20 yards.

SIMPLE SOFTBALL

As children reach the third grade and have a good background of understanding and proficiency in fundamental skills of movement, they are psychologically and physically ready to learn specific sport skill patterns. Their yearly physical education experiences should provide opportunities to combine skill patterns into specific skills demanding the use of a variety of implements and objects.

Since children become acquainted with traditional American sports at an early age, they desire to elarn how to play all types of sports anf games. Therefore, the school program should include sports and games appropriate to the season and suitable to the maturation level of the children involved.

Dr. Paul Hunsicker writes

> The classroom teacher should know that most children by 10 years of age, have the neuromuscular potential to master the skills required in practically any physical education course currently offered at the college level. In many instances the rate of learning is faster at the college level. These statements do not menn that an elementary pupil could pass the college level course, since he might not have the necessary strength or size. He does have the potential of mastering the neuromuscular skills.

The emphasis in this unit of instruction is on a progressive acuiosition of skill. The author has the following as his basic aims:

1. To provide each child with an individual experience in movement.
2. To teach children to understand movement so they can build movement sequences from their ever increasing understanding of what, where, and how the body can move.

3. To encourage self-discilline and self-reliance so children can work on their own ideas individually, in pairs, or in a group.
4. To provide maximum enjoymant and opportunities for creative expression.
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Less the teacher regard the units of instruction as a sports oriented program the author hastens to state that the problem-solving method will be used to develop the skills and the practical application of those skills will be made through g games of low organization and lead-up activities. Games of "low organization" are termed such because they involve few and simple rules and little or no equipment: they utilize the simple basic skills and may be played by groups of various sizes.

Lead-up activities have the basic akill components of larger sports-tppe activities but allow for modification in the play which allow for gradual acquisttion o of skill and strategy, as well as team work.

Every effort is made to give each child an individual experience in movement. Movement refers to behavior that is used to form those everyday movements through which the individual performs his personal anc social functions and communicates with his fellows.

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Lesson Number I

MAJOR FOCUS

Skills associated with catching as softball.

SPECIFIC OBJECTIVES

1. Catching a ball at various levels and speed.
2. Three relationships are stressed in this lesson:
   A. A stationary player receives a moving object.
   B. A stationary object is fielded by a moving player.
   C. A moving object is pursued by a moving player.

EQUIPMENT

One yarn ball, softball or masking tape ball* for each child in the class.
SEE APPENDIX FOR INSTRUCTIONS FOR MAKING.

Teaching Sequence	Teaching Emphasis
1. Introduction to softball unit. It may be advisable to discuss with the children the activities involved in foftball, i.e., throws, catches, fielding, batting, and base running.	1. Inform the children that they are about to participate in a series of activities designed to develop the skills necessary to play the unique American game of softball.

TEACHING SEQUENCE	TEACHING EMPHASIS
	Softball is an out-growth of the game of aaseball and is designed for playground and recreational type programs.
2. Each child should find his own space with a bail in hand.	3. Most children will resort to the underhand throw. Stress remaining in space and allowing only the ball to move.
3. "Can you send the ball out into spcce and get it back without moving out of your own space?"	4. This is the beginning of a difficult concept: Namely our relationship to other objects. Any movement such as jumping over or walking around the ball should be accepted.
4. "See if you can move over and about your ball while it re ains in one location."	5. The children should throw the ball up and/or out into space and attempt to catch it.
5. "Can you and your ball move through space at the same time?"	
FOLLOWING A PERIOD OF EXPLORATION	
6. Ask the children to "freeze" and think about the activities they have just experienced and the game of softball.	6. The batter and first baseman must remain in their own space and allow the ball to come to them, where as the fielders must move into a position, determined by the flight of the ball. Each is important.
7. "Innoticed that when you were catching your own ball many of you had difficulty. Some of you held your hands out, little fingers together, others had thumbs together. Which is best? Throw the ball up and use both techniques to find out which is best." Following 10 or 15 throws, ask which techniques works b st.	7. Young children attempt to trap the 7 ball as it flies between the hands. Develop the concept that the hands "pull the ball in", by agsorbing its force.
8. "I think you will find that the best players catch high ball by putting their thumbs together about chin level and watch the ball come into the hands. Remember you must first get into position under the ball."	9. Move among the children and render aid by encouraging those having difficulty to (a) move into position and (b) watch the ball come into their hands.
10. "Find a partner and play catch. Throw the ball to the right, left, front, or back of your partner in a nice loop, so that he can get into position and catch the ball."	10. Ten or twelve feet apart is sufficient distance as the emphasis is on catching rather than throwing.

EVALUATION

At the end of the lesson ask how many children were able to catch all the balls thrown to them. Strive for 80-85% success in this activity.

LESSON NUMBER 2

Major Focus

Fielding a softball.

Specific Objectives

1. Review of catching fly balls.
2. Fielding ground balls.
3. Accuracy in throwing.

EQUIPMENT

One yarn ball, softball, or masking tape ball.

TEACHING SEQUENCE	TEACHING EMPHASIS
1. "Everyone get a ball, find your own space and review throwing, moving into position and catching the ball."	1. Allow sufficient time for warm up and move about the class to remind the children of the techniques learned previously.
2. Ask the children to "freeze" and discuss ground ball by asking the following: "When you play softball not all balls will be batted into the air. Who knows what other tyees of balls you must learn to handle?" "Groundball, yes!" "Roll the ball on the ground and practice running in front of it and picking it up."	3. The best technique for fielding ground balls is to opsition the body in frone of the ball and bending at the knees, scoop the ball up with hands together, palms up.
	4. Circulate throughout the class and assist those having difficulty.
	5. It may be adviseable to review the throwing technique. Use class numbers exhibiting success as class models.
3. After sufficient exploration, ask the children to freeze and discuss the best method od fielding grounders. "Do you put your thumbs together or your little fingers together?" "Try it and see which is best."	6. This game provides prectical application for throwing and catching rapidly.
4. "Find a partner and throw grounders to each other, remember to keep your own score as to the number you field successfully."	
5. "Practice scooping the ball up quickly and throwing it to your partner's hand, as though he was the first baseman."	

6. Play the Buzyball.

BUZYBALL

Divide the class intow teams. Distribute yarn balls or paper balls evenly among the teams. Using a rope, line or net divide the teams into two room size areas facing each other. Upon the start signal the members of both teams to throw the balls into the other team's area. The object is for team to have the least balls on its side of the dividing line after a period of time (5-10 minutes). The teams should strive to get rid of all the balls in their area in order to win.

EVALUATION

During the lesson ask for a show of hands to indicate the number of successful fielding attempts. Strive for 80-85% success before going further.

LESSON NUMBER 3

Main Focus

Skills leading to batting.

Specific Objectives

1. Review throwing and develop relationship of siee arm ghrow to batting a ball.
2. Hand-eye coordination leading to batting a ball.
3. Fielding a batted ball.

Equipment

One ball for every two children (6" rubber playground balls may be used in this lesson).

TEACHING SEQUENCE	TEACHING EMPHASIS
1. Children pair off and begin lesson by throwing to each other.	1. Review the underhand and overhand throws
2. Ask the children to throw the ball with the arm extended to the side of the body rather than beside the hip (underhand) or the overhand position.	2. The sidearm throw is accomplished by the same action as the overhand throw, except the body leans more toward the throwing arm and a whip-like motion causes the ball to be released with the arm extended midway between the shoulder and the hip.
3. Use students who are successful as student models.	3. Move through the class and give individual assistance.
4. Cease all activity and explain that the batting motion in softball is similar to the sidearm throw. The only difference is that the ball is hit rather than thrown.	4. Attempt to illustrate the batting motion by dropping a ball with the left hand and striking it with a sidearm motion using the right hand. A stiff palm works best in slapping the ball.
5. "Bat the ball to your partner who must field it and throw it back. Hit five balls and change positions."	5. Use this activity to evaluste pupil progress.

6.	Play the game "Flies and Grounders."	6.	This game provides practical application for batting, fielding, and throwing.

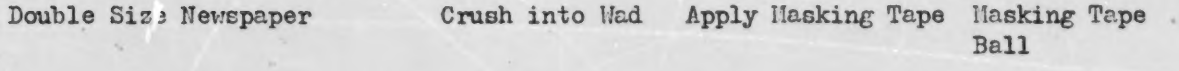
LONGBASE

There is one ball and two bases for each group of four (4) children. One person serves as the batter and the game is begun much as in "Flies and Grounders." The exception in this game is that the batter, standing at one base, bats the ball and attempts to run to the long base and back trying to reach home before the fielder can field the ball and throw it to someone at home plate. One run is scored each time the runner returns to home safely. Each batter is allowed three outs (failure to return home before ball) before the next person's turn.

MASKING TAPE BALL

1. Directions for making a masking tape ball:
   Materials needed per ball:
   1. One large sheet of newspaper or newsprint
   2. Roll of masking tape

Crush a double size sheet of newspaper into a round wad. Apply generously 3/4 inch (1 1/2 inch for longer lasting balls) masking tape over the newspaper, carefully shaping a 4 to 6 inch ball. Cover the newspaper completely with tape shaping it into a ball of the desired size. Several (3) sheets will be suitable for a volleyball or soccer ball; one sheet for a soft, softball.



II. Activities:
A masking tape ball to be supplied for each child in the foftball and soccer activities (see units of instruction).

III. Exploration of ball skills:
1. Can you throw the ball in the air and catch it when it comes down?
2. Can you throw the ball up and catch it with your hands?
3. Can you throw the ball up and catch it with one hand?
4. Can you throw the ball to a partner overhand?
5. Can you catch a ball thrown high? Fast?
6. Can you hit the ball with your hand and bat it to a partner?
7. Place the ball on the ground. Find a way to go over the ball without touching it.
8. Kick it with the inside of one foot and return with the inside of the other foot.
9. Repeat above, wolking faster if you can.

10. Practice dribbling while running.
11. Play keep-away with your partner.
12. How many times can you volley the ball with your hands?

LESSON NUMBER 4

Major Focus

Base running in softball.

Specific Objectives

1. Review of batting techniques
2. Begin base running skills.

Equipment

One ball and two bases for every four(4) children (cardboard or carpet squares work fine as bases).

TEACHING SEQUENCE	TEACHING EMPHASIS
1. Inform the children that actual softball requires that children run the bases and that today we are going to learn how to run the bases.	1. Review proper running techniques, i.e., running on the toes, knees flexed high, body leaning forward, arms swinging smoothly.
2. Organize children into partnees who face one another at a distance of 25-30 feet.	3. Move around the class and observe techniques of starting and stoppine quickly. Quick stopping is accomplished by leaning backward and flexing in the knees.
3. Review proper running techniques by having the children take turns running from their own space on the signal "GO" and stopping shoulder to shoulder with their partner. The partner returns to his ppace and the other child takes his turn.	4. Evaluate stopping procedure and accuracy in this activity.
4. Instruct each set of partners to find another set and repeat the above activity with each runner going from a side-by side position to the other partner and returning. Change positions and repeat.	
5. Using the bases play the game, "Long Base."	

LESSON NUMBER 5

Major Focus

Batting

Specific Objectives

1. Review of base running.
2. Initiating the batting act.

Equipment

Four bases, several bats and balls, and traffic cones(traffic cones will be used as batting tees and may be constructed out of stiff cardboard).

TEACHING SEQUENCE	TEACHING EMPHASIS
1. Begin lesson with game, "Around the bases."	1. This game is intended to serve as a review of base running and warm up for today's activities.
2. As the class regrupps and catches its breath, the instruction in batting begins. Utilizing bats, traffic cones, and balls, each group takes turns hitting the ball off the tee to the fielders. Change batters after five tries.	2. Batting Tee. The ball is placed on the cone (tee) and battered into the field. (Paper ball may be best for this lesson).
3. The teacher must remind the children of the sidearm technique and the batting act. They are similar action except both arms are utilized when holding an actual bat.	

AROUND THE BASES

Bases are placed on regular foftball field pattern 30-35' apart. Class is divided equally and lines up behind each base. On the signal, "Go", the first person in each line runs the four bases and returns to his own line at which time he tags the second person in line. The team whose members first complete their trip around the base wins. Repeat several times.

LESSON NUMBER 6

MAJOR FOCUS

Striking a thrown ball.

SPECIFIC OBJECTIVES

Review of batting skills and practical application.

EQUIPMENT

One bat and ball for every four (4) children.

TEACHING SEQUENCE	TEACHING EMPHASIS
1. Organize the shildren into groups of four with one pitcher, one batter and two fielders. Using a yarn ball or masking tape ball, direct the pitcher to throw a soft underhand toss to batter. The batter ussimes the batter's stance and attempts to hit the ball with his palm. Players chinge position following a few minutes of practice, with each child taking his turn at bat.	1. This activity is organizes such as "Flies and Grounders" with the batter actually striking the tossed ball.

TEACHING SEQUENCE	TEACHING EMPHASIS
2. Distribute bats to each group and attempt to strike the ball thrown underhand. Complete the lesson with the game "Pepper."	2. The teacher should circulate and aid in skill attainment and help those having difficulty.

PEPPER

One player begins as the batter and one as the pitcher. The batter remains at bat as long as he can hit each ball thrown underhanded. The fielder become the pitcher when they successfully field the balls hit to them. The pitcher takes his position in the field. When the batter fiils to hit the ball, the pitcher takes his position as batter.

LESSON NUMBER 7

Major Focus

Modified softball

Specific Objectives

1. Practical application of the skills involved in softball.
2. Learning team work and rules of softball.

Equipment

One ball, bat, and four(4) bases for each group (team composed of six (6) players).

TEACHING SEQUENCE	TEACHING EMPHASIS
1. The teacher may wish to review skills and rules involved in softball prior to the actual implementation of modified softball.	1. Modified softball contains most of the skills of the actual game but attempts to provide more activity and involvement for each child.

MODIFIED SOFTBALL

AREA: Small softball diamond with bases 25-30 feet apart forming a square. Two teams of six (6) players each. One team is at bat, and one team takes positions in the field with a pitcher, 1st, 2nd, and 3rd basemen and two outfielders. (Home team provides a catcher).

The pitcher throws to the batter underhand. The batter attempts to hit the ball (three misses constitutes an out) and run to first base. If he sees that the ball will probably not beat him to second base, he continues around to home of possible. He stops where he must in order to prevent being put out. The fielder throws the ball to the base where the runner is going. The ball is returned to the pitcher, and another batter comes to home plate. The team bats around once, then the teams change places. The team with the most runs after an equal number of turns at bat wins.

FLIES AND GROUNDERS

Ask partners to find another set of partners and put all but one ball away. One person serves as the batter and, using the sidearm slap, will hit the ball to the others who serve as fielders. When the batter hits the ball into the field a player must yell, "MINE", and attempt to field the ball. He receives 5 points. If he catches a flyball on the first bounce, he gets 3 points. If he fields a grounder he gets 1 point. The first person to receive 15 points becomes the batter, who now must replace the fielder.

EVALUATION

Ask for a show of hands to indicate success in striking skills. Since simple eye-hand coordination is all that is required, expect almost 100 percent success in this activity.

Bettye M. Prescott
Fulton County Schools

Oh Help! Another Rainy Day - Games and
Activities for Rainy Day Use in the Classroom (K-6)

Physical Education can be taught and taught effectively in limited space. The teacher is given an opportunity to reach into the cognitive domain as well as the physical when trapped in a small area.

All of the activities in my section can be used in a classroom with minimum rearrangement of furniture and increased noise levels which so often accompany physical education time.

These games are all of my ideas except for the rhythm games and records and if given an idea your creativity can go to work for you and you can add to or develop your own games. The file folder games can be used with small groups or singularly. I suggest you add to these as the children soon learn to answer them correctly rather quickly. They do however enjoy them time and time again.

ACTIVITIES FOR LIMITED SPACE

I. File Folder Games
   a. Puzzles relating to sports, games, equipment
   b. See and Say
      1. Take pictures and put them together to form various physical education related activities: football, soccer, skateboard, etc.
   c. Equipment Match-up
      1. Matching game using names of equipment in sports and physical education activities hula hoop, hockey puck, jumprope, etc.
      2. Matching sports equipmant with gear worn by players: Catcher, face mask, hockey player skates.
   d. Identify Balls shown on game sheet
   e. It Takes Two
      1. Match equipment with equipment. Rod and Reel
   f. Spinner Game
      1. Spin spinner, take card of corresponding color and do what card syys
   g. Computer Game
      1. Take computer card, answer question, feed card into computer to check answer

h. Player and equipment
   1. Look at picture and list all equipment and llayers that you see.
i. What's the Score
   1. Match picture with word that relates
j. Famous People in Sports
   1. Match picture with person on card given

II. Targets
   1. Bowling with nerf balls and jugs
   2. Toss or roll balls into box
   3. Toss nerf ball at jugs set on box
   4. Toss bean bags or nerf ball at shapes drawn or taped on chalk board or floor
   5. Tic Tac Toe Toss bean bags on tic tac toe board placed or drawn on floor

III. Balance Beam 4" wide grade 1-2 2" wide 3-7
   A. Give several tasks for children to do on beam use task cards or task sheet

IV. Seat Games
   A. Feeling Box
      1. Blindfold child, give him/her objects to hold and identigy
   B. Pipe Cleaner People
      1. Let children make figures from pipe cleaners
         a. Rolling
         b. Stretch
         c. Bend
   C. Alphabet Letters
      1. Let children form letters with fingers and trace on paper: c,L, o, etc

V. Group Games
   A. Balloon Volleyball
   B. Four Corners
   C. Balloon Fanning Relay

VI. Rhythm Games
   A. Hand Jive-Record Silver Burdette Book 6 record 7
      Clap 1 2
      Pat knees 1 2
      Fist to fist 1234
      Fist to palm 1 2 3 4
      Palm against elbow 1 2 3 4
      other elbow 1 2 3 4
   B. Rhythm Sticks Movin , Hap Palmer Tipsi
      Tap left knee with stick 12
      Tap right knee with stick 12
      Tap left palm with stick 1 2 3 4
      Tap floor with stick 1 2
      Pass stick to left hand of person on right on 1
      Switch stick to right hand on 2
   C. Chicken Fat Exercise Record
   D. And the Beat Goes On exercise record

Bettye J. McClendon
Physical Education Resource Teacher
Atlanta Public Schools

Suggested Track & Field Events for Classroom Teachers (4-8)

TRACK EVENTS

1. The Starts
   a. bunch
   b. medium (most effective)
   c. elongated

Teacher Notes:

2. Sprinting
   a. 50 yards (4-8)
   b. 60 yards (4-8)
   c. 75 yards (4-8)
   d. 100 yards (6-8)
   e. 220 yards (6-8)

Teacher Notes:

3. Middle-Distance Running
   a. 220 yards (4-8)
   b. 440 yards (6-8)
   c. 880 yards (6-8)

Teacher Notes:

4. Relay Racing
   a. 220-yard shuttle relay (55 yards each) (4-8)
   b. 300-yard relay (75 yards each) (4-8)
   c. 440-yard relay (110 yards each) (6-8)
   d. 880-yard relay (220 yards each) (6-8)

Baton Exchange

1. Coneentional nonvisual pass: The baton is transferred from the incoming runner's left hand to the receiver's right hand. This is the most widely used exchange.
2. Sprint pass: The baton is passed from the passer's left to the receiver's right hand (first exchange), from the passer's right to the receiver's left (second exchange), left to right (third exchange). The reciever does not transfer the baton to her other hand.
3. Visual pass: The baton is carried in the first runner's right hand and passed to the receiver's left hand. The receiver then transfers the baton to her right hand.

Teacher Notes:

5. Hurdling
Low hurdles are 2 feet 6 inches (30 inches) and high hurdles are 2 feet 9 inches (33 inches) in height.

Some midifications of hurdles are:
1. bamboo poles
2. string or cord weighted by tennis balls
3. cut-off broomsticks
4. yardsticks

Recognized Distance for the Hurdles

Height of Hurdle	Distance of Race	Number of Hurdles	Distance from Start to First Hurdle	Distance Between Hurdles	Distance from Last Hurdle to Finish Line
30 in.	50 yds.	4	39 ft. 41/2 in.	26ft. 3in.	31 ft. 10 in.
33 in.	50 yds.	4	42 ft. 73/4 in.	27ft. 101/2 in.	23 ft. 83/4 in.
33 in.	60 yds.	5	42 ft. 73/4 in.	27ft. 101/2 in.	25 ft. 101/4 in.
30 in.	70 yds.	6	39 ft. 41/2 in.	26ft. 3 in.	39 ft. 41/2 in.
30 in.	80 yds.	7	22 ft. 73/4 in.	27ft. 101/2 in.	30 ft. 11/4 in.
33 in.	100 meters	10	42 ft. 73/4 in.	27ft. 101/2 in.	34 ft. 51/2 in.
30 in.	200 meters	10	52 ft. 6 in.	62 ft. 4 in.	42 ft. 73/4 in.

Teacher Notes:

FIELD EVENTS

1. Long Jump
The four elements of long jumping are:
a. a fast run (approach)
b. a high jump (take-off)
c. flight in air
d. landing

Note: Each of these must be learned separately and completely.

Teacher Notes:

2. High Jump
The four common styles of high jumps are:
a. scissors
b. "Eastern"
c. "Western roll"
d. straddle

Teacher Notes:

3. To encourage self-discilline and self-reliance so children can work on their own ideas individually, in pairs, or in a group.
4. To provide maximum enjoymant and opportunities for creative expression.
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2. Each child should find his own space with a ball in hand.	3. Most children will resort to the underhand throw. Stress remaining in space and allowing only the ball to move.
3. "Can you send the ball out into spcce and get it back without moving out of your own space?"	4. This is the beginning of a difficult concept: Namely our relationship to other objects. Any movement such as jumping over or walking around the ball should be accepted.
4. "See if you can move over and about your ball while it re ains in one location."	5. The children should throw the ball up and/or out into space and attempt to catch it.
5. "Can you and your ball move through space at the same time?"	
FOLLOWING A PERIOD OF EXPLORATION	
6. Ask the children to "freeze" and think about the activities they have just experienced and the game of softball.	6. The batter and first baseman must remain in their own space and allow the ball to come to them, where as the fielders must move into a position, determined by the flight of the ball. Each is important.
7. "Innoticed that when you were catching your own ball many of you had difficulty. Some of you held your hands out, little fingers together, others had thumbs together. Which is best? Throw the ball up and use both techniques to find out which is best." Following 10 or 15 throws, ask which techniques works b st.	7. Young children attempt to trap the ball as it flies between the hands. Develop the concept that the hands "pull the ball in", by agsorbing its force.
8. "I think you will find that the best players catch high ball by putting their thumbs together about chin level and watch the ball come into the hands. Remember you must first get into position under the ball."	9. Move among the children and render aid by encouraging those having difficulty to (a) move into position and (b) watch the ball come into their hands.
10. "Find a partner and play catch. Throw the ball to the right, left, front, or back of your partner in a nice loop, so that he can get into position and catch the ball."	10. Ten or twelve feet apart is sufficient distance as the emphasis is on catching rather than throwing.

EVALUATION

At the end of the lesson ask how many children were able to catch all the balls thrown to them. Strive for 80-85% success in this activity.

LESSON NUMBER 2

Major Focus

Fielding a softball.

Specific Objectives

1. Review of catching fly balls.
2. Fielding ground balls.
3. Accuracy in throwing.

EQUIPMENT

One yarn ball, softball, or masking tape ball.

TEACHING SEQUENCE	TEACHING EMPHASIS
1. "Everyone get a ball, find your own space and review throwing, moving into position and catching the ball."	1. Allow sufficient time for warm up and move about the class to remind the children of the techniques learned previously.
2. Ask the children to "freeze" and discuss ground ball by asking the following: "When you play softball not all balls will be batted into the air. Who knows what other tyees of balls you must learn to handle?" "Groundball, yes!" "Roll the ball on the ground and practice running in front of it and picking it up."	3. The best technique for fielding ground balls is to opsition the body in frone of the ball and bending at the knees, scoop the ball up with hands together, palms up. 4. Circulate throughout the class and assist those having difficulty.
3. After sufficient exploration, ask the children to freeze and discuss the best method od fielding grounders. "Do you put your thumbs together or your little fingers together?" "Try it and see which is best."	5. It may be adviseable to review the throwing technique. Use class numbers exhibiting success as class models. 6. This game provides prectical application for throwing and catching rapidly.
4. "Find a partner and throw grounders to each other, remember to keep your own score as to the number you field successfully."	
5. "Practice scooping the ball up quickly and throwing it to your partner's hand, as though he was the first baseman."	

6. Play the Buzyball.

BUZYBALL

Divide the class intow teams. Distribute yarn balls or paper balls evenly among the teams. Using a rope, line or net divide the teams into two room size areas facing each other. Upon the start signal the members of both teams to throw the balls into the other team's area. The object is for team to have the least balls on its side of the dividing line after a period of time (5-10 minutes). The teams should strive to get rid of all the balls in their area in order to win.

EVALUATION

During the lesson ask for a show of hands to indicate the number of successful fielding attempts. Strive for 80-85% success before going further.

LESSON NUMBER 3

Main Focus

Skills leading to batting.

Specific Objectives

1. Review throwing and develop relationship of siee arm ghrow to batting a ball.
2. Hand-eye coordination leading to batting a ball.
3. Fielding a batted ball.

Equipment

One ball for every two children (6" rubber playground balls may be used in this lesson).

TEACHING SEQUENCE	TEACHING EMPHASIS
1. Children pair off and begin lesson by throwing to each other.	1. Review the underhand and overhand throws
2. Ask the children to throw the ball with the arm extended to the side of the body rather than beside the hip (underhand) or the overhand position.	2. The sidearm throw is accomplished by the same action as the overhand throw, except the body leans more toward the throwing arm and a whip-like motion causes the ball to be released with the arm extended midway between the shoulder and the hip.
3. Use students who are successful as student models.	3. Move through the class and give individual assistance.
4. Cease all activity and explain that the batting motion in softball is similar to the sidearm throw. The only difference is that the ball is hit rather than thrown.	4. Attempt to illustrate the batting motion by dropping a ball with the left hand and striking it with a sidearm motion using the right hand. A stiff palm works best in slapping the ball.
5. "Bat the ball to your partner who must field it and throw it back. Hit five balls and change positions."	5. Use this activity to evaluste pupil progress.

6. Play the game "Flies and Grounders." 6. This game provides practical application for batting, fielding, and throwing.

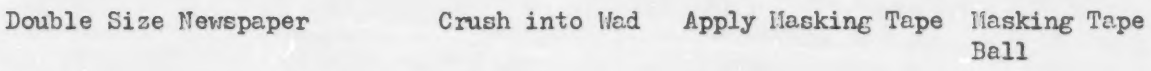
LONGBASE

There is one ball and two bases for each group of four (4) children. One person serves as the batter and the game is begun much as in "Flies and Grounders." The exception in this game is that the batter, standing at one base, bats the ball and attempts to run to the long base and back trying to reach home before the fielder can field the ball and throw it to someone at home plate. One run is scored each time the runner returns to home safely. Each batter is allowed three outs (failure to return home before ball) before the next person's turn.

MASKING TAPE BALL

1. Directions for making a masking tape ball:
   Materials needed per ball:
   1. One large sheet of newspaper or newsprint
   2. Roll of masking tape

Crush a double size sheet of newspaper into a round wad. Apply generously 3/4 inch (1 1/2 inch for longer lasting balls) masking tape over the newspaper, carefully shaping a 4 to 6 inch ball. Cover the newspaper completely with tape shaping it into a ball of the desired size. Several (3) sheets will be suitable for a volleyball or soccer ball; one sheet for a soft, softball.



II. Activities:
A masking tape ball to be supplied for each child in the foftball and soccer activities (see units of instruction).

III. Exploration of ball skills:
   1. Can you throw the ball in the air and catch it when it comes down?
   2. Can you throw the ball up and catch it with your hands?
   3. Can you throw the ball up and catch it with one hand?
   4. Can you throw the ball to a partner overhand?
   5. Can you catch a ball thrown high? Fast?
   6. Can you hit the ball with your hand and bat it to a partner?
   7. Place the ball on the ground. Find a way to go over the ball without touching it.
   8. Kick it with the inside of one foot and return with the inside of the other foot.
   9. Repeat above, wolking faster if you can.

10. Practice dribbling while running.
11. Play keep-away with your partner.
12. How many times can you volley the ball with your hands?

LESSON NUMBER 4

Major Focus

Base running in softball.

Specific Objectives

1. Review of batting techniques
2. Begin base running skills.

Equipment

One ball and two bases for every four(4) children (cardboard or carpet squares work fine as bases).

TEACHING SEQUENCE	TEACHING EMPHASIS
1. Inform the children that actual softball requires that children run the bases and that today we are going to learn how to run the bases.	1. Review proper running techniques, i.e., running on the toes, knees flexed high, body leaning forward, arms swinging smoothly.
2. Organize children into partnees who face one another at a distance of 25-30 feet.	3. Move around the class and observe techniques of starting and stoppine quickly. Quick stopping is accomplished by leaning backward and flexing in the knees.
3. Review proper running techniques by having the children take turns running from their own space on the signal "GO" and stopping shoulder to shoulder with their partner. The partner returns to his ppace and the other child takes his turn.	4. Evaluate stopping procedure and accuracy in this activity.
4. Instruct each set of partners to find another set and repeat the above activity with each runner going from a side-by side position to the other partner and returning. Change positions and repeat.	
5. Using the bases play the game, "Long Base."	

LESSON NUMBER 5

Major Focus

Batting

Specific Objectives

1. Review of base running.
2. Initiating the batting act.

Equipment

Four bases, several bats and balls, and traffic cones(traffic cones will be used as batting tees and may be constructed out of stiff cardboard).

TEACHING SEQUENCE	TEACHING EMPHASIS
1. Begin lesson with game, "Around the bases."	1. This game is intended to serve as a review of base running and warm up for today's activities.
2. As the class regrupps and catches its breath, the instruction in batting begins. Utilizing bats, traffic cones, and balls, each group takes turns hitting the ball off the tee to the fielders. Change batters after five tries.	2. Batting Tee. The ball is placed on the cone (tee) and battered into the field. (Paper ball may be best for this lesson).
3. The teacher must remind the children of the sidearm technique and the batting act. They are similar action except both arms are utilized when holding an actual bat.	

AROUND THE BASES

Bases are placed on regular foftball field pattern 30-35' apart. Class is divided equally and lines up behind each base. On the signal, "Go", the first person in each line runs the four bases and returns to his own line at which time he tags the second person in line. The team whose members first complete their trip around the base wins. Repeat several times.

LESSON NUMBER 6

MAJOR FOCUS

Striking a thrown ball.

SPECIFIC OBJECTIVES

Review of batting skills and practical application.

EQUIPMENT

One bat and ball for every four (4) children.

TEACHING SEQUENCE	TEACHING EMPHASIS
1. Organize the shildren into groups of four with one pitcher, one batter and two fielders. Using a yarn ball or masking tape ball, direct the pitcher to throw a soft underhand toss to batter. The batter ussimes the batter's stance and attempts to hit the ball with his palm. Players chinge position following a few minutes of practice, with each child taking his turn at bat.	1. This activity is organizes such as "Flies and Grounders" with the batter actually striking the tossed ball.

TEACHING SEQUENCE	TEACHING EMPHASIS
2. Distribute bats to each group and attempt to strike the ball thrown underhand. Complete the lesson with the game "Pepper."	2. The teacher should circulate and aid in skill attainment and help those having difficulty.

PEPPER

One player begins as the batter and one as the pitcher. The batter remains at bat as long as he can hit each ball thrown underhanded. The fielder become the pitcher when they successfully field the balls hit to them. The pitcher takes his position in the field. When the batter fiils to hit the ball, the pitcher takes his position as batter.

LESSON NUMBER 7

Major Focus

Modified softball

Specific Objectives

1. Practical application of the skills involved in softball.
2. Learning team work and rules of softball.

Equipment

One ball, bat, and four(4) bases for each group (team composed of six (6) players).

TEACHING SEQUENCE	TEACHING EMPHASIS
1. The teacher may wish to review skills and rules involved in softball prior to the actual implementation of modified softball.	1. Modified softball contains most of the skills of the actual game but attempts to provide more activity and involvement for each child.

MODIFIED SOFTBALL

AREA: Small softball diamond with bases 25-30 feet apart forming a square. Two teams of six (6) players each. One team is at bat, and one team takes positions in the field with a pitcher, 1st, 2nd, and 3rd basemen and two outfielders. (Home team provides a catcher).

The pitcher throws to the batter underhand. The batter attempts to hit the ball (three misses constitutes an out) and run to first base. If he sees that the ball will probably not beat him to second base, he continues around to home of possible. He stops where he must in order to prevent being put out. The fielder throws the ball to the base where the runner is going. The ball is returned to the pitcher, and another batter comes to home plate. The team bats around once, then the teams change places. The team with the most runs after an equal number of turns at bat wins.

FLIES AND GROUNDERS

Ask partners to find another set of partners and put all but one ball away. One person serves as the batter and, using the sidearm slap, will hit the ball to the others who serve as fielders. When the batter hits the ball into the field a player must yell, "MINE", and attempt to field the ball. He receives 5 points. If he catches a flyball on the first bounce, he gets 3 points. If he fields a grounder he gets 1 point. The first person to receive 15 points becomes the batter, who now must replace the fielder.

EVALUATION

Ask for a show of hands to indicate success in striking skills. Since simple eye-hand coordination is all that is required, expect almost 100 percent success in this activity.

Bettye M. Prescott
Fulton County Schools

Oh Help! Another Rainy Day - Games and Activities for Rainy Day Use in the Classroom (K-6)

Physical Education can be taught and taught effectively in limited space. The teacher is given an opportunity to reach into the cognitive domain as well as the physical when trapped in a small area.

All of the activities in my section can be used in a classroom with minimum rearrangement of furniture and increased noise levels which so often accompany physical education time.

These games are all of my ideas except for the rhythm games and records and if given an idea your creativity can go to work for you and you can add to or develop your own games. The file folder games can be used with small groups or singularly. I suggest you add to these as the children soon learn to answer them correctly rather quickly. They do however enjoy them time and time again.

ACTIVITIES FOR LIMITED SPACE

I. File Folder Games
   a. Puzzles relating to sports, games, equipment
   b. See and Say
      1. Take pictures and put them together to form various physical education related activities: football, soccer, skateboard, etc.
   c. Equipment Match-up
      1. Matching game using names of equipment in sports and physical education activities hula hoop, hockey puck, jumprope, etc.
      2. Matching sports equipment with gear worn by players: Catcher, face mask, hockey player skates.
   d. Identify Balls shown on game sheet
   e. It Takes Two
      1. Match equipment with equipment. Rod and Reel
   f. Spinner Game
      1. Spin spinner, take card of corresponding color and do what card syys
   g. Computer Game
      1. Take computer card, answer question, feed card into computer to check answer

h. Player and equipment
   1. Look at picture and list all equipment and llayers that you see.
i. What's the Score
   1. Match picture with word that relates
j. Famous People in Sports
   1. Match picture with person on card given

II. Targets
   1. Bowling with nerf balls and jugs
   2. Toss or roll balls into box
   3. Toss nerf ball at jugs set on box
   4. Toss bean bags or nerf ball at shapes drawn or taped on chalk board or floor
   5. Tic Tac Toe Toss bean bags on tic tac toe board placed or drawn on floor

III. Balance Beam 4" wide grade 1-2 2" wide 3-7
   A. Give several tasks for children to do on beam use task cards or task sheet

IV. Seat Games
   A. Feeling Box
      1. Blindfold child, give him/her objects to hold and identigy
   B. Pipe Cleaner People
      1. Let children make figures from pipe cleaners
         a. Rolling
         b. Stretch
         c. Bend
   C. Alphabet Letters
      1. Let children form letters with fingers and trace on paper: c,L, o, ets

V. Group Games
   A. Balloon Volleyball
   B. Four Corners
   C. Balloon Fanning Relay

VI. Rhythm Games
   A. Hand Jive-Record Silver Burdette Book 6 record 7
      Clap 1 2
      Pat knees 1 2
      Fist to fist 1234
      Fist to palm 1 2 3 4
      Palm against elbow 1 2 3 4
      other elbow 1 2 3 4
   B. Rhythm Sticks Movin , Hap Palmer Tipsi
      Tap left knee with stick 12
      Tap right knee with stick 12
      Tap left palm with stick 1 2 3 4
      Tap floor with stick 1 2
      Pass stick to left hand of person on right on 1
      Switch stick to right hand on 2
   C. Chicken Fat Exercise Record
   D. And the Beat Goes On exercise record

Bettye J. McClendon
Physical Education Resource Teacher
Atlanta Public Schools

Suggested Track & Field Events for Classroom Teachers (4-8)

TRACK EVENTS

1. The Starts
   a. bunch
   b. medium (most effective)
   c. elongated

Teacher Notes:

2. Sprinting
   a. 50 yards (4-8)
   b. 60 yards (4-8)
   c. 75 yards (4-8)
   d. 100 yards (6-8)
   e. 220 yards (6-8)

Teacher Notes:

3. Middle-Distance Running
   a. 220 yards (4-8)
   b. 440 yards (6-8)
   c. 880 yards (6-8)

Teacher Notes:

4. Relay Racing
   a. 220-yard shuttle relay (55 yards each) (4-8)
   b. 300-yard relay (75 yards each) (4-8)
   c. 440-yard relay (110 yarda each) (6-8)
   d. 880-yard relay (220 yards each) (6-8)

Baton Exchange

1. Coneentional nonvisual pass: The baton is transferred from the incoming runner's left hand to the receiver's right hand. This is the most widely used exchange.
2. Sprint pass: The baton is passed from the passer's left to the receiver's right hand (first exchange), from the passer's right to the receiver's left (second exchange), left to right (third exchange). The reciever does not transfer the baton to her other hand.
3. Visual pass: The baton is carried in the first runner's right hand and passed to the receiver's left hand. The receiver then transfers the baton to her right hand.

Teacher Notes:

5. Hurdling
Low hurdles are 2 feet 6 inches (30 inches) and high hurdles are 2 feet 9 inches (33 inches) in height.

Some midifications of hurdles are:
1. bamboo poles
2. string or cord weighted by tennis balls
3. cut-off broomsticks
4. yardsticks

Recognized Distance for the Hurdles

Height of Hurdle	Distance of Race	Number of Hurdles	Distance from Start to First Hurdle	Distance Between Hurdles	Distance from Last Hurdle to Finish Line
30 in.	50 yds.	4	39 ft. 41/2 in.	26ft. 3in.	31 ft. 10 in.
33 in.	50 yds.	4	42 ft. 73/4 in.	27ft. 101/2 in.	23 ft. 83/4 in.
33 in.	60 yds.	5	42 ft. 73/4 in.	27ft. 101/2 in.	25 ft. 101/4 in.
30 in.	70 yds.	6	39 ft. 41/2 in.	26ft. 3 in.	39 ft. 41/2 in.
30 in.	80 yds.	7	22 ft. 73/4 in.	27ft. 101/2 in.	30 ft. 11/4 in.
33 in.	100 meters	10	42 ft. 73/4 in.	27ft. 101/2 in.	34 ft. 51/2 in.
30 in.	200 meters	10	52 ft. 6 in.	62 ft. 4 in.	42 ft. 73/4 in.

Teacher Notes:

FIELD EVENTS

1. Long Jump
The four elements of long jumping are:
a. a fast run (approach)
b. a high jump (take-off)
c. flight in air
d. landing

Note: Each of these must be learned separately and completely.

Teacher Notes:

2. High Jump
The four common styles of high jumps are:
a. scissors
b. "Eastern"
c. "Western roll"
d. straddle

Teacher Notes:

3. Shot Put
   Shot-putting is ususally learned in the following sequence:
   a. the grip
   b. the put from a stand
   c. putting with total movement across the circle

Teacher Notes:

4. Discus.
   Discus-throwing is usually learned in the following sequence
   a. the grip
   b. the release
   c. throwing from a stand

Teacher Notes:

SAFETY HINTS

-Improvised equipment should be checked, repaired, or replaced daily.
-Always have first-aid kit availablt.
-To avoid muscle injury, the students must warm up sufficiently before exerting themselves in their specific events.
-Properly dressed: correct shoes, clothing suitable for weather.
-Remind students to stay in their own lanes while running.
-Do not overload the student. Allow for adequate rest during the activity.
-Keep moving after a race-no sitting or lying down.
-Teach proper forms in running, throwing, jumping, and landing.

GENERAL SUPPLIES

Whistles, starting gun, starting flags
Stopwatches
Lime and lime marker
Finish tape or string
Measuring tape
First-aid kit
Record book, roll book, pencils

George Rochat and Jo Lynne Roberts
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MINIWORKSHOP: How to Make and Use Cognitive Teaching Aids

This paper discusses several cognitive teaching aids that we have designed and created for use in our programs. It is our hope that we will be able to share not only examples of useages related to each type of aid but ample directions to allow like materials to be recreated. We welcome your communications regarding these ideas.

Library Picket Charts

Library Picket Charts are a method of providing information through a self-testing display. The chart is composed of six to twelve "library pockets"

(small manilla pockets placed in the back of books for check-out cards) glued to a piece of tagboard. The outside of each pocket has a picture of a skill, or a diagram, or a written question. Inside each library pocket is a small (3' x 5") card with the top edge exposed. The word "answer" may be written on the exposed edge or a question such as "What skill is this?" The lower part of the card has the answer written on it, but is not visible whie it is inserted in the pocket. An example might be a picture of a soccer player on the library pocket and the question asks "What sport is he playing?" To check the answer the student simply lifts up the card. Additional information (other than just the simple answer) may be included. This easily constructed chart (about one hour) is highly motivating and a super learning resource.

Giant Wall Charts

Colored butcher paper provides the base for these "bigger than life" eight foot long charts. Material that can be read from anywhere in the gymnasium allows students to supplement their memory with simple instructions contained on the skill charts. Letters are written in large print (four inches high) with a two inch space between lines. Specific directions, rules, cuewords, or routines may be written on the chart for ready reference by the class participant. A drawing may be palced at the top of each chart to further clarify the desired skills. The drawings in combination inforcing the learning. Charts can be hung in the gym walls using several different methods. One good way is to permanently mount clipboard type spring hooks high on the wall. Grommets can be inserted in the chart and they can be hung on permanently installed cup hooks. If the gym has wooden walls the charts can be hung with masking tape or simply stapled to the wall through the masking tape border. A very nice way to hang charts is with a permanent wire stretcheda cross the wall which allows the charts to be hung with clothespins.

Photo Charts

Photo Charts demenstrate swquential movements providings cleat easily consulted model. This type of chart is especially useful in the area of tumbling, tymnastics, or demonstration of complex skills. Instead of the suudent having to remember a demonstration that tyey saw a few days ago, they have ready access to a constant standird of performance through photos and a brief written descroption.

Sequential photos are easiest to view of printed in black and white. The pictures can be taken with almost any type of camera. Auto-winder and motor drive cameras are designed to take action shots but an instamatic type camera can be used if the skill is repeated several times. Photos should be mounted on heavy tagboard with rubber cement and briefly described using cue words. To protect the photo chart, clear self-adhesive contact plastic may be placed over the photos. Accompaning questions can also stimulate the student to notice the important details; i.e. In what position are the legs in this vault? How high are the hips when the performer first touches the vaulting box with his hands?

Learning Charts

Learning Charts are large (about three feet high) laminated poster which are affixed to theg ym wall and used in teaching specific concepts or knowledges. When writing on the laminated chart with an overhead pen the wording may be

simply erased and replaced with new information the following week. Example: Human Skeleton chart with a "bone of the week" indicated. To reiforce current and past learnings from a chart a set of flashcards stating the name of the bone can be used to allow rapid review.

DIRECTIONAL CHARTS

The teaching of directionality is basic to organization in the gym. Large, two foot by three foot signs may be permanently posted on each wall indicating North, South, East and West. The use of directional signs allows the teacher to easily describe travel patterns without pointing or saying "go that direction." Clockwise and counterclock-wise signs may also be mounted on the wall for easy reference. Teaching with directional charts is applicable from Kindergarten up.

FLASH CARDS

Thsi is a nice way to challenge children on their knowledge of a particular area, such as Soccer. Type a description of a skill and how it is used onone side of a card and type the name of the skill on the other side. One child flashes the card while their partner checks the answer or a child can read the card and turn it over to compare his/her guess with the answer. It is convenient to have a tray that holds the series of cards and leave it on a table for easy access.

ELECTRO CISPLAYS

Electro displays consist of electrically wired cards, charts and a light box. (Light box construction directions are contained in the handout entitled "Electro-Cards Constructed in Six Easy Steps") that provide immediate feedback to a written question. Questions may be of the basic umformation type, or deal with concepts or the correlation of information.

The student places one probe of the light box next to a designated spot by the question and the other parobe next to their selected answer (one of four possible). If the answer is correct the light box indicator glows. If the answer is incorrect there is no response.

PAPER FASTENER ELECTRO CARDS

These cards are very simple and inexpensive to make with a good deal of the material found on the school supply shelf. The following materials are required: 1.) heavy 5" x 8" cards, 2.) brass paper fasteners eiyh 3/8 inch shank, 3.) very thin enamel covered wore or plascic insulated wire, 4.) solder (non-acid core) and solder iron. Write the card with a question at eh top and four possible answers below. Push the brass paper fasteners through the card with one next to the question and the other four next to the possible answers. Flip the card over and measure the distance from the brass paper fastener next to the question to the fastener next to the correct answer. Cut the wire to this length and strip away the plastic cover or burn off the enamel (using a match or solder iron) from both ends. Now solder one end of the wire to the paper fastener shank next to the question and solder the other end to the shank of the fastener next to the correct answer. Fold all shanks over, test the card using the light box and glue a strip of paper over the wore and shanks. The paper will prevent the wire from catching on objects and pulling loose; also it will hide the correct answer if the paper is opaque. The card is now finished and ready to be affixed to the wall.

ELECTRO CHARTS

Much the same as the Paper Fastener Electro-Cards except these are built on a larger scale and made to last longer. As an example; it would be possible to list a series of muscle names on the chart which would be matched to muscle locations on a picture of the human body, or bones matched in the same way to pictures of the skeletal system. Questions and answers can also be placed on the chart but care must be taken to indicate which question pertains to which group of possible answers. With a little imagination many exciting cards and posters can be designed which will challenge and excite the children.

BOOKLETS

Booklets provide the student with a constant source of both usual and written information of skills to be accomplished. The booklets can be carried with the student during indoor and outdoor activities (In the sock or waistband) to be referred to at any time. The use of booklets words well with the individualized program, or the learning center approach. In addition to presenting information to children, booklets offer a concrete check-off system for skills completed and a good source of imformation to the parents as to what is being learned in Physical Education.

We have found the booklets to be highly motivating to the children; and often frees the instructor from the repition of giving simple directions which allows more time to work with students on specific problems. Booklets can be constructed to depict simple learning skills such as those in the game of Soccer, or very complex skills such as those in Juggling. Booklets are time consuming to design, lay out, and write but are worth it? Procedures for putting a booklet together are as follows.

1. Select a topic. It may be a single complex skill or a series of interrelated skills (tumbling sequence, soccer skills).
2. Cut two sheets of blank paper in half, width wise, fold the four pieces and staple together. This will yeald a sixteen page (quarter page size booklet.
3. Rough out the material to covered on each page. If ther are extra pages perhaps the material will fit into an eight page booklet requiring only one full sheet of paper. Also, extra pages can be fulled with quizzes, "teacher comment"
4. Remove the staple from the rough draft booklet and reform the four half size pages into two full size sheets, then tape together.
5. Make photo-copies of the two pages, front and back, cut the copies and form them into booklets. Have several students and/or other teachers
8 read the booklet for clarity of content and diagrams. Is the message clear? Do the pictures fit the description? Are the steps sequential?
6. After making corrections take the corrected booklet apart and tape together as before and prepare to make a clear, concise, final copy. Draw light lines on the full sheets of paper were ehe cut and folds will occur. Leave a minimum half-inch border all the way around each quarter panel. Proceed to type in and draw the final draft information. "Camera ready" copies should be prepared on one side of the paper only. Clearly indicate to the printer which copies should be printed "back to back". Remember the rough draft will be two full sheets of paper with information of front and back but the camera ready copies will be four full sheets with copy on one side only. Note: to make the booklets professional looking use rub on letters for titles.

LEARNING CENTERS

While there is a great deal of imformation we would like to share with our stucents but cannot seem to squeeze into the Physical Education time available, there is a way to over come this problem. A Learning Center provides a good medium to share words of wisdom, books, facts, or more detailed peices of information related to concepts and activities in the gym.

Often it is physically impossbie to set up a Learning Center in the gym because of the noise, inaccessability on an unrestricted basis and the danger of damaging the displays. The library seems to be a natural place to locate a Learning Center and once space has been secured the center can be equipped with the following ideas.

Electro-Cards and Electro-Charts can be a real eye catcher, add excitement to a Learning Center, and are guaranteed to keept the children coming back. For those who are not electrically inclined "Library Pocket Charts" are easy to make and provide a challenge to the quizzical child.

Electro-Charts, Paper-Fastener Electro-Cards are threee ideas that will vover wall space and bring children near; but what about the tables? Flash cards are a good method of getting the children to sit down ar a table at which you might also have books for checking out which pertains to an activity being taught in Physical Education.

There are many thins that can be placed in a remote Learning Center, the imagination and ambition of the teacher are the only limitations.

Charlie Fambro
DeKalb County Schools

Bubbling Basket Ball Ideas for Elementary and Middle Grades

I Things you should know

A. Basketball is a game of skill which involves the coordination of many components. These major components are:

1. Shooting
2. Dribbling
3. Passing
4. Rebounding
5. Individual defensive skills
6. Team defense-skills
7. Individual offensive skills
8. Team offensive skills
9. Condition . level.

The proficient player has mastered all fo these individual components to a high degree. This holds true for boys and girls.

B. Frankly speaking, the only real distinction between girl's basketball and boy's basketball, as we play it, is the intensity of play.

As coaches, please don't handicap your female players by teaching or implying that there are major differences. In this clinic we make no distinction along these lines.

c. Basketball Termonology (Glossary)

1. All court press: A press applied by the defensive team all over the court, not only in the offensive team's front court as in the half court press. Another term for htis is full court press.
2. Arc: The trajectory of the ball in flight.
3. Assist: Any maneuver that helps a team mate to score.
4. Backboard: The board supporting the baskets.
5. Backcourt: That half of the court which included the basket a team is defending. Once a team acquires the half it is allowed ten (10) seconds to get the ball from the back court to its front court.
6. Back-in: When a pivot man is backstepping toward the basdet with or without the ball.
7. Bank Shot: The ball caroms, or angles off the backboard into the basket when shot.
8. Baseball Pass: The ball is thrown in an overhand motion similar to a baseball catcher's throw to second base.
9. Blocking out: Keeping your opponent away from the basket in a rebounding situation.
10. Batting the ball: An attempt on the part on an offensive or defensive player to gain possession of the ball by batting it in the direction of a team mate. Batting the ball with a closed fist is a violation.
11. Behind the back dribble : The dribbler passes the ball around him with either his right or left hand and picks it with the other hand.
12. Bigman: The pivot man, or center, usually the tallest player on the team.
13. Captain: The player elected by his team mates, or designated by the coach to lead the team.
14. Center: A forward who plays the center area of the court. He is also referred to as the bigman or pivotman.
15. Center restraining circles: The circles at the center of the court, one within the other.
16. Change of pace: An offensive player changes from a slow speed to a fast speed in an attempt to beat his defensive man. Or, when a defensive player bursts into sudden speed in an attempt to steal the ball from an offensive player.
17. Charge: An offensive player runs into or brushes up against a defensive player. This is considered a personal foul.
18. Chaser: In a zone defense, the front player or players who run after the ball and follows it, pressuring the offensive player who has the ball.
19. Cheap basket: A goal obtained through poor defense rather than good offensive play. Sometimes called garbage goals.
20. Check: To stop an opponent temporarily without physical contact.
21. Clear out; A maneuver in which the offensive players move out lf an area taking their defensive men with the ball to have an open shot.
22. Clear the boards: Strong rebounding.
23. Clog: When the entire offensive team is under the basket making it difficult for the pivotman to shoot.
24. Clutch Shooter: A player who can score when the pressure is on.
25. Contact: Touching an opponent.
26. Corner Shot: Any shot taken from the corner of the court near where the sideline meets the end line, or baseline.
27

27. Crashing the Board: Being able to get the most out of the rebounds, thus creating a better chance to win the game.
28. Cross Court Pass: Any pass thrown laterally, from one sideline to the other. This pass is easy to intercept.
29. Crossover : A step used by an offensive player in changing direction, particularly in dribbling, where one foot crosses the other.
30. Defensive Board: The backboard that a team is defending.
31. Deliberate F ul: A play in which a player intentionally fouls another opposing player.
32. Discontinue: To dribble, stop, and then dribble again. This is a violation, penalized with loss of ball.
33. Double Dribble: Dribbling a sevond time after the first dribble has ended. This is a violation, penalized with loss of ball.
34. Double Pivot: Two offensive men positioned near the bsaket.
35. Double Screens: Two offensive players move between a teammate and his opponent, or behind a teammate's opponent, to block the defensive man.
36. Double Teaming: Two defensive players gang up on the offensive wmn with the ball. The ofjective is to prevent a shot, pass, or dribble. Many times this maneuver will cause turnovers.
37. Dribble: Bouncing the ball on the floor while moveing.
38. Drive: When an offensive player is dribbling the ball toward the basket.
39. Dunk : Dropping the ball into the basket from driectly above.
40. End line: Puns the width of the rectangle court and joins the sidelines to form the court boundary.
41. Face Guard: An illegal maneuver, occuring when a defensive man places his hand in front of an opponent's eyes , to obstruct his vision. This is legal if it accidently happens.
42. Fake : A fake to throw your opponent off guard. It can be a fake shot, fake before a pass, or fake dribble; also a head fake, body fake, or foot fake.
43. Fast Break: The defensive team suddenly gains possession of the ball and immediately starts toward its offensive basket in an attempt to score.
44. Feeder : The offensive player who passes the ball into the gigman or player who has been scoring consistantly.
45. Field Goal: A score counting two points, made when the ball is shot through the basket.
46. Fingertip Control: The ability to control the ball in a shot, pass or dribble by using the tips of the fingers and not the palms.
47. Flick: A quick, light flip of the wrist in passing or shooting the ball.
48. Flip Pass: A short overhand pass that is executed with a flick of the wrist, and often used by the pivotman.
49. Floor Position: The postion of the players, on the court.
50. Follow Through: The contiumation of a player's forward momentum after he has released the ball. Follow through is also important in passing to help g get the ball directly to the receiver.
51. Follow Up: When a player heads for the basketband the rebound as soon as he takes his shot.
52. Forced Shot : A hurried shot taken by a player who is being closely guarded, and does not take his normal time to shoot.
53. Forwards: The offensive players.

54. Foul: An infraction of the rules. The referees are responsible for calling all fouls.
55. Foul Trougle: A player must leave the game when he has committed five fouls.
56. Free Style Play: A term applied to a team that has no set offensive system, but permits the various members of the team to maneuver the ball at their own discretion. Also called free-lance play.
57. Free Throw: One or more free throws may be awarded a player or a team after a personal foul, techinical foul, or combination of the two. The free throw shooter is permitted ten seconds to shoot from the fifteen-foot line without any defensive interference.
58. Free Throw Lane: The area under the basket extending from the end line to the circular area some nineteen to twenty feet away.
59. Free Throw Line: The line dividing the free throw circle in half and parallel to the end line. A player takes his free throw shot from behind the line. He must stay there until the ball hits the rim of the basket.
60. Freeze: A term applied when the leading team attempts to maintain possession of the ball while letting the clock run out.
61. Fronting: A defensive term used when the defending player does not permit any man, teammate or opponent, to come between him and the man he is guarding.
62. Front Court: That half of the court which includes the basket a team is shooting toward for goals.
63. Fumble: To lose control of the basketball momentarily.
64. Give-and-Go: When one member of the offensive team passes the ball to a teammate and cuts for the basket to receive a return pass. The player who starts the play passes (gives) and immediately heads for the basket (goes).
65. Goal: When a player scores by shooting the ball through the basket.
66. Guards: The defensive members of a team.
67. Gunner: A player who shoots more often than he should and who rarely passes to a teammate.
68. Hacking ; A foul by a defensive player when he hets and offensive player with his hands in an attempt to prevent a shot.
69. Half Court Press: The defensive players pressure the ball in their opponents f front court.
70. Handoff: Passing the ball quickly to a teammate moving with or toward you. This is a short pass, not more than three feet.
71. Hands-up-Defense: A defensive player keeps at least one, if not both, ahnds. raised so the offensive player will not be able to get a good sight on the basket, it also hamper passing.
72. Held Ball: When two or more opposing players have their hands so firmly on the ball that neirher can gain possession without undue roughness.
73. High Dribble: A dribble in which the ball is bounced at waist level or higher.
74. Hook Pass: A ball handling maneuver where the ball is thrown to a receiver with a hooking, or flipping, motion of the arm, similar to the hook shot.
75. Hoop : The basket.
76. JumpBall: The procedure for putting the ball into play at the beginning of or during the game, in which the referee throws the ball up between two opponents.
77. Keyhole, of Key: The entire frie throw area including the foul iine, the top of the foul circle, and the free throw lane.
78. Lay Up: A shot taken right next to the basket, using the backboard as a banking surface.
79. Lateral Pass: A pass to the side rather than forward or backward.
80. Lead Pass: A pass that is thrown ahead of the intended receiver, so that he will be able to catch it on the run.
81. Lob Pass: A slow arching pass.
82. Man-For-Man: A defencive style where each defensive man plays a certain man of offensive and tries to deeep him from scoring.
83. Middleman : The offensive player in the center of a fast break.
84. Midline: The center line that separates the front count from the back

court, also called the ten second line.

87. Out-ofBounds: A term applied to the out-of-court area. Play stops in this area.
88. Overshift: In a zone defense, when the defensive players move too far to the left or the right leaving part of the area under the basket open for a shot.
89. Over-the-Shoulder pass: A pass that is thrown backward over the shoulder.
90. Palming the Ball: A violation ovvuring when a llayer turns his wrist and hand as he dr.bbles, enabling him to protect and control the ball between bounces.
91. Percentage Shot: A particular shot that an offensive player is most successful at completing.
92. Peripheral Vision: The ability of a player to observe what is happening on both sides of him without turning his head.
93. Personal Foul: A foul that results from body contact between two or more players on opposing teams.
94. Pick : Creating an open shot by screening off another player. This is also called a block.
95. Pivoting: When a player, with the ball, is standing still, but wishes to move in a cirsular fashion either before or after he dribbles, he keeps one foot stationary (pivot foot) and turns on it, while moving the other foot.
96. Pivotman: An offensive player stationed near the basket to recieve a pass and make a shot. He is also called the center ro bigman.
97. Playmaker: An offensive player who set up plays.
98. Possession: Control of the ball.
99. Press: A maneuver performed by the defensive team to make it difficult for the opposition to move the ball while attempting to score.
100. Rebound: A missed shot that hits the backboard.
101. Rebounder: A player who takes possession of the ball as it's rebounding.
102. Referees: The two officials in charge of the game. One is the chief referee and has complete control of the game in case there is a disagreement.
103. Reserve: Substitute player.
104. Screen: A maneuver used by the offensive team to set up a player for scoring by blocking the defensive man without making contact.
115. Set Offense: The play that the offense uses after the fast break has failed, or if the fastbreak opportunity does not arise.
106. Shooting Area: That part of the floor from which most of a team's shots are made.
107. Shovel Pass: An underhand pass thrown with two hands.
108. Stalling: Maintaining possession of the ball without taking a shot while the clock is running out, or while waiting ofr a good shooting opportunity.
109. Stuff Shot: See Dunk.
1°0. Tap In: A shot of a rebound, occuring when a player taps the ball toward the rim.
111. Technical Foul: A foul called on a player by a referee because of some unsportsman like conduct. This does not count toward the total fouls that a player is allowed before being disqualified.
112. Ten-Second Rule: The offensive team has to move the ball from its backcourt to its frontcourt within ten seconds after gaining possession of the ball.

86. Out of Bounds Play: A player passes the ball to a teammate from out of boounds and the rest of the team handles the ball according to a pre-arranged plan.
85. Offensive Board: The backboard or goal that a team is attacking.

113. Three-point Play: When a paayer making a field goal is fouled while shooting, yet makes the shot for two points, and then converts the free throw into a third point.
114. Three-second Lane: The foul lane under the basket were an offensive player can remain for three seconds before the ball is shot.
115. Throw-In: When the ball is put into play by throwing it to a teammate from uut of bounds.
116. Time-Out: .. period during which play is stopped and teams are permitted to discuss strategy.
117. Trailer: A forward who follows behind the play.
118. Traveling: A violation of rules in which more than one and a half steps are taken before the ball is dribbled, passed or shot.
119. Walking: See traveling.
120. Work the Ball: A term used to designate the offensive teamwork used to create a good opportunity for a shot.
121. Zone Defense: A particular defensive formation in which the players cover a particular area of the floor rather than a particular offensive player.

D. Key to Diagrams

At this point, we ould like to introduce to you the key which explains the diagrams that we will use in explaining formations and drills.

A clear understanding - on your part - is imperative if you are to understand the diagrams herin.

Key to Diagrams:

See appendix V - Diagram #1.

E. The Playing area

The playing court is rectangular, with a dimension of not greater than 94 feet in length by 50 feet width. Ideal measurements are:

High School - 50 by 80 feet
College - 50 by 94 feet
There should by at least three feet of unobstructed sideline space.

The center circle has an inside radius of 2 feet, and an outside radius of 6 feet. All lines are 2 inches in width.

A divisionl line divides the court into 2 halves (10 second line).
The free throw lane is 12 feet wide. The free throw line is parallel to the end line and is 15 feet from the place of the face of the backboard.
-The basket is 18 inches inside diameter. See diagram #2.

Il. Something to think about when you develop your offensive and defensive philosophy.

- Developing a basket ball philosophy is the first critical step that you must take - we believe - in developing your team.

Some major components of your basketball philosophy should be:

- Your defensive system
- Your offensive system
- Your defensive objectives
- Your offensive objectives
- Special play situations
- Your team goals
- A systematic way of achieving these goals
- A system of measuring your team's growth toward their objectives.

If you fial to do these basic and important things, your sense of direction - as a coach - will be lost.

"The Coaches' Dream"

To have a successful winning season, advance to the play-offs, win a state championship - No. 1. A classic example of building a team around your needs, and wants.

However, how many of us develop our philosophies around our players, who must play the game?

III. Taking inventory and equalizing your players skill level.

Taking inventory, how many of us do and will take inventory of our raw materials (players) to determine the basic skill level that our players are now operating on.

We feel that this is a critical stage in the development of a sound team.

Some common reasons for us (coaches) overlooking this critical stage:

- We cannot perceive the need.
- We underestimate the importance of this critical stage, if he perceives it.
- We are impatient.
- We don't give a damn.
- We have limited basketball knowledge.

If this inventory stage is implemented, you will almost always find that all of your players will be operating at different skill levels. When you encounter this, it would be advantageous to the individuals, to the team and to the coach, if you start to develop your team from point "0".

Point "0"? We define point "0" as the coaches' assumption that the players are not fundamentally sound in the basic skills.

In equalizing your player's skill level from point "0", you must begin to coach the basic fundamentals of the game.

IV. Coaching the basic fundamentals of the game.

A. Dribbling

Dribbling, one of the most important skills of the game. A player who is dribbling on a low-skill level will almost always pose problems for himself and for his team. As a coach, you will find that a player who cannot dribble is a burden to the team. In order for any team to function effectively and efficiently, good dribbling skills are a must.

Following are some effective suggestions, ideas, drills, and opinions that may help you to develop good dribblers.

Proficiency in dribbling is achieved through actually dribbling, there is no other way - no short-cuts.

We highly recommend that basic dribbling drills be incorporated into every practice session, and the coach should continuously stress the importance of his players becoming proficient dribblers. We also recommend that equal time be alloted for dribbling with the left hand and the right hand.

Finger Positions and Hand Movement

To teach dribbling skills, the coach should first stress the importance of finger position, or finger spread. Dribblers control the ball with the tips of their fingers, the fingers should be spread over a large area of the ball to assure control, and feel. The ball should not come in contact with the palm of the hand; this causes loss of control and feel. However, when coaching small kids, and using the regular regulation size ball, this rule must be waived. Their small fingers and hands pose problems when they are using the large ball.

The dribble is executed by pusing the ball down the floor with a combination of shoulders, elbow and wrist movement. The elbow and the wrist motion are more pronounced.

As the ball leaves the finger tips, the wrist should have a pronounced downward flex, with the fingers spread apart and pointing towards the ball. This hand position is maintained (in a relaxed fashion) as the dribbler waits for the ball to return, after striking the floor.

Dribble Height

An important aspect of good dribbling is the height of the return bounce from the floor.

We are primarily focusing our attention of the high dribble and the low dribble.

The High Dribble

A high dribble may be defined as a dribble with an apex that is approximately even with the dribbler's waistline. The high dribble is used in the following situations:

-When the dribbler goes unchallenged.
-When the dribbler is moving rapidly in uncrowded areas.

Some disadvantages of the high dribble:

-Less ball control (the higher you dribble the less control you have over the dribble).
-Clean steals are easily made against the high dribble.

Young basketball players have the tendency to dribble the ball higher than waist level and consequently lose control of the ball, carry the ball, or have it stolen. To help remedy this frequent problem, instruct them to hold their dribbling hand waist-high after the ball leaves their finger tips on the downward push, when executing the high dribble.

The Low Dribble

In the low dribble the ball is kept close to the floor, the elbow is held in a low position, and the forearm is parallel to the floor. The up-and-down wrist action, used with the bounce of the ball, creates speed and prevents slapping the ball to the floor. A slapping dribble is slow and bounces back eratically.

The proper stance is critical when executing the low dribble. The dribbler should keep his weight forward (center of gravity) and have his body balanced for movement in any direction. The body should be used to protect the ball, when challenged. The dribbler should keep the ball as low as possible (no higher than the knees) and should not look at it. The head is help up for good vision. The knees should be bent, thus lowering the body for more stability and better maneuverability.

Protecting the Ball

Always instruct your players to protect the ball while dribbling; some protection techniques are:

-Keep your body between the ball and the defensive player.
-When challenged execuste the low dribble for better ball control
-Protect the ball with your free arm.
-Use change of pace dribble to confuse the defender.

Reverse Dribble

When teaching dribbling skills, it is important to emphasize the development is dribbling with both hands, left and right.

A very effective offensive maneuver used by a ball handler to pass a devensive man is the reverse dribble. This dribble is often called the crossover. It is used to foul a defender into committing himself to a specific direction so the dribbler can drive into the basket area.

In reversing from right to left, the following moves are executed:
-As the right foot hits the floor, the dribbler's weight is suddenly shifted to the left and he pushes off with the right foot, to the left side. The above move fools the defender into thinking the dribbler is going right.
-The dribble is picked up with the left hand, protecting the ball with the body.
-This sequence is reversed for the left to right reverse dribble.

Under the Leg Dribble

This dribble is not just a fancy dribble. If a defender decides to play the dribbler tight and goes around for the ball, the following moves are executed:
-Bounce the ball under the leg that is fartherest from the defender.
-The hands must be switched quickly.
-If the ball is pushed under the leg with the right hand, the left hand must be ready to continue to control the ball.
-The dribbling hand should be as low to the floor as possible (low dribble). It is easy to change directions using this dribble.

Behind the Back Dribble

This is an advanced dribbling skill, and can be extremely useful if not overused. This dribble should not be attempted until the player has put control in his dribbling, can handle the ball with either hand, can look at all teammates and defenders without looking at the ball, and can change directions in a fraction of a second.

To execute this drill, the following moves are executed:
-Keep the ball as low as possible as the transfer the ball behind the bakc.
-With one quick movement, flick the ball behind your back.
-Extend your flicking hand as far as possible to control the ball.
-As the dribbler turns, he must be prepared to pick up the dribble with his other hand immediately.

Driving

The importance of good driving skills cannot be underestimated. The drive is a penetrating dribble through the defensive team in an attempt to score or to create a pass off situation. Here are some important points on driving:
-Drive when you can clearly beat your defender with a half-step advantage, and when the other defenders are not blocking the dribblers path.
-Don't drive for the sake of driving. The opportunity must be present.
-Being an outside shooting threat helps a player's driving game, because the defense must play him tightly.
-Whenever the defender plays a dribble close (within a 3 foot range or less), the dribbler may have a driving situation.
-A good drive is is enhanced by effective faking, etc., head, eye, ball, shoulders and other types of faking.

Wasting the Dribble

Probably the most common mistake young and old players make when handling the ball is wasting the dribble. This refers to an offensive player dribbling the ball without going anywhere then ending the dribble.

Important points to remember when a player takes possession of the ball:
-He has only three options, dribble, pass or shoot.
-Once a player dribbles the ball and stops, he has only tow possible options remaining; pass or shoot. Sood defense key on this and take appropriate action.
-Whenever a player dribbles, he should get some value from it.

Dribbling Tips
-Keep the ball low.
-Protect the ball.
-Stay alert.
-Fake
-Don't dribble at one speed.
-Don't waste your dribble, by dribbling without a purpose.
-Keep your head up.
-Don't wast the ball.
-Use the fingers, not the palms.
-Use both hands.
-Practice.

B.Passing and Catching

Good passing skills are critical if a team is to function effectively. If you can't pass, you run the risk of posting your team four (4) points for every bad or imcomplete pass that you make. Think of it this way: if you lose possession of the ball, your team loses the chance to score two (2) points, and the other team gets that opportunity. There is a four (4) point differential. For this reason, statisticians believe possession of the ball is worth 1½ points.

These are many types of passes that can be used during the game. We will concentrate our attention on the most frequent passes that you will encounter in youth athletics. Some of these passes are advance passes and should not be taught to beginners. It will be stated which passes are not for the beginner, when it applies.

There are approximately 14 passes that we will discuss in this manual. They are:

Two Hand Passes

All passing can be divided into two categories; two hand passes and one hand passes. In all passes, the follow through is critical for accuracy and effectiveness. The two-hand is generally used over a short distance. The receiver must be within 15-20 feet range. Two hand passes include the overhead pass, chest pass, the lob pass and the shovel pass.

Chest Pass:
This type of pass is used for short distances of approximately 15 feet or less when you need to be accurate. The execution of this pass is as follows:
-The ball is held in a position at chest level.
-The fingers are comfortably spread on both sides of the ball, but more toward the back, with your palms off the ball.
-The elbows remain close to the body - at approximately waist level.
-As you step toward your intended receiver, extend your arms and release the ball with a snap of the wrists and a push of the thumb.

Bounce Pass:
The bounce pass should be delivered in the same manner as the two-hand chest pass. However, instead of throwing the ball directly to the receiver, you bounce it on the floor about 2/3's of the way between you and the receiver. Before making a bounce pass, sight your receiver and sight the spot on the floor where you will throw the ball so that it will bounce directly to him.

Lob Pass:
The lob pass, like the bounce pass, is used to get around the defense. The work (lob) means to propel in a high arc. This is precisely the motion of the ball in this pass. Execution of this pass is as follows:
-The position of the feet and hand in the lob pass is the same as in the two-hand chest and bounce passes.
-The ball is held directly over the head with both arms extended and the elbows slightly bent.
-The momentum is supplied by a snap of the wrist, a downward extension of the arms (stopping at shoulder level), and the push from the fingers and thumbs.
-The passer should step forward and put the strength of his shoulders behind ball.

Shovel Pass:
The shovel pass is used to get the ball to a player who is cutting toward the basket. Execution of this pass is as follows:
-Bend your body forward.
-Your receiver should be within a 3 to 5 feet range, and you scoop or "shovel" the ball to him.
-The ball is shoveled in a sweeping motion.
-This is probably the shortest pass that will be thrown, but it is one that gives the player cutting to the basket an easy shot.

<u>One Hand Passes</u>
These one hand passes are used to cover greater distances. They are not as accurate as two-hand passes. Younger players have difficulty with one-hand passes, because of their small hands, and their lack of strength. A beginning player should have some mastery of two-hand passes before practicing one-hand passes. These passes will be described in terms of right handed players.

Baseball Pass:
This pass imparts speed into the ball (high speed) and it covers long distances. Its execution is as follows:
-The ball is thrown in the same manner as a baseball.
-The passer steps forward with his left foot and brings his right hand back behind his right shoulder.
-Plant your back foot in a good position for balance.
-Use this foot to put power into your pass by pushing your weight forward as you release the ball.
-Throw the ball overhead from behind your shoulder.
-Snap your wrist forward and down.

Underhand Pass:
This pass is used when you want to pass a fast ball on a low level as follows:
-Spread your fingers at the base of the ball.
-Swing the right arm, extended down at full length, back slightly for momentum.
-Your left side in its forward position protects the ball from the defender.
-Do not snap your wrist either left or right. You want a straigth pass.

Hook Pass (Advanced):
The hook pass is thrown like the hook shot and is as follows:
-The right handed passer holds the ball slightly behind his right hip.
-The right hand controls the ball, and the left hand guides it and keeps the defender away from the ball.
-The passer takes one step with his left foot (away from the defensive man), brings the ball up, the ball passes directly overhead with the right hand.
-Snap the wrist as the ball is pushed downward.

Behind the Back Pass (Advanced):
Like the hock pass, this is an advanced pass. This pass is used for a purpose and it is not used to be fancy or to impress the crowd. It is used in close quarters to pass around a defender as follows:

-Get the ball out so that the defender thinks he has a chance of intercepting it.
-Keep your body in a position to protect the ball.
-As the defender approaches, your fingertips should be firmly on the ball, and all your weight should be on your passing arm.
-Swing your hips from the right to the left (similar to a golfer's swing), and sweep the ball behing your body.
-At the last minute, release the ball with fingertip control.

Handoff Pass:

When the receiver cuts close to the ball handler, a handoff pass can be used. This maneuver is similar to a football handoff. This pass must be complete quickly and accurately.

Jump Pass:

This pass is similar to the jump shot. It can be used to get the ball to a taller player, or to pass over the opposition. Its execution is as follows:
-Cup the ball in your shooting hand, and get your fingers around it.
-Leap as high as possible, keeping the shoulders square, and raising the ball to eye level.
-Without hesitation, snap your wrist and push your fingers as the ball will move quickly to the receiver.

The defender will not know that you are going to pass until the last minute. By then it is too late.

Backflip Pass (Advanced):

This pass is executed with the same body motion as the jump pass. However, instead of throwing the ball forward, you toss it to a receiver behind you. Your receiver must be wide-open, before you execute this pass.

Passing Tips:

-Be prepared to use any type of pass.
-Be able to pass one handed with either hand.
-Pass the ball at a speed the receiver can handle.
-Use peripheral vision to keep track of the palyers around you.

Catching the BALL:

Most coaches spend very little time in developing good catching fundamentals. Consquently, turnovers arise in the heat of battle, and the coach fials to recognize the reason why. Catching skills are easily neglected. Most coaches assume that catching a basketball is very simple. When coaching youth athletics, it is not wise to amke such assumptions. Take nothing for granted.

Some frequent player mistakes that you will encounter are:
-Failing to make the adjustment, if the pass is not accurate.
-Waiting for the ball.
-The hands, fingers, and arms are too rigid.
-Losing eye contact with ball.
-Failing to give slightly when the ball makes contact with the hand thus absorbing some of the impact of the pass.

C. Shooting - Scoring

Shooting is a very critical phase of any basketball game. A palyer who cannot score consistently will be a weak spot in his team and an asset to the opposition - if winning is an important goal of a team. All players must be able to score, if winning is important. The closer a player is to the basket, the greater are his chances of scoring.

The Lay Up

The lay-up is the first shot a beginning player should learn. Perfect the lay-up before introducing other shots to beginning players. Execution is as follows:

-For a right hand lay-up, go off your left leg, or foot (this enhances the body lean toward the basket) and use your right foot for "climbing".
-Use the left hand as a balancing hand, and the right hand as the guide hand.
-The ball is controlled by the finger tips. The fingers act as a fine "guiding system" to get the ball directly to the target.
-The ball is guided softly to the target - the backboard - or to the rim (for a front lay-up.)

Missed lay-ups occur when a player is too tense and slams the ball against the backboard.

Tap-In or Tipping

This should not be confused with the lay-up. The tap-in occurs when the initial shot is missed. With a tap-in, an offensive player jumps up to tap the rebounding ball off a missed shot through the net. The tap-in is not considered a shot because it does not originate with the player who makes it.

With older players this move occurs quite often. However, it should be used only when it is impossible to place two hands on the ball.

Dunk Shot

A shot that involves jumping from the floor and jamming the ball into the hoop from above the rim. This requires good jumping ability and wastes considerable energy. This shot should not be taught to ten year old players! (smile)

One Hand Jump Shots

All good players are proficient in this shot. This shot can be made at great distances from the goal, and is the most widely used shot in the game. The execution is as follows:
-The ball is held with both hands as the shot is started.
-The shooting hand is under the ball, the guide hand controls the ball from the side.
-The jump is made as the ball is brought above the eye level and is held tight.
-The ball is released by most good shooters just before they stop going up.
-The ball is pushed forward by the push hand, the guide hand releases.
-A good follow through is necessary to have accuracy with this shot.

Two Hand Jump Shot

The execution of this shot is the same as the one-hand jump shot, except both hands push the ball towards the goal. The hands are positioned along the rear sides of the ball.

The Hook Shot

The hook shot is extremely effective in drawing fouls. It is a very hard shot to block. The hook shot's execution is as follows:
-The shot is taken with the hand fartherest from the basket and the shooter's back is to the hoop.
-The shooter's body is usually between the ball and the defender.
-The arm with the ball is extended away from the body and brought up to shooting level - and released gently.

Foul Shooting

Foul shooting is mechanical. It is merely practice. A foul shot is an open, free shot; no one interfers. There is no set pattern of execution for this shot, the styles are as many as there are players. However, certain basic principles hold true for most foul shooters. They are:
-The ball is controlled with the finger tips.
-The shooter relaxes as much as possible.
-The ball is bounced for "feel" for the shot.
-Before shooting - we recommend that you instruct your players to visualize the ball going through the hoop - exhale for concentration.
-Once the shot is started, all body movement should be toward the hoop, this necessitates a coiling of the body before the shot.
-Aim at the point slightly behind the front of the rim. Shoot the ball softly, and follow with an exaggerated follow through.

General Tips on Shooting

-Concentrate on the target.
-Look at the rim when shooting, and follow through.
-Maintain your balance.
-Hold the ball with the fingertips.
-Keep the palms off the ball.
-Develop strong wrists.
-Practice so shooting becomes instinctive.

D. Rebounding

Rebounding is second only to defense as a factor contributing to winning basketball games - we believe. The team that controls the boards, usually controls the game. Rebounds often control the entire tempo of a game. If your team's goal emphasized winning, then good rebounding is a must. Players with certain physical qualities have a distinct advantage in rebounding. Some of these qualities include: height, strength, weight, agility, timing, and jumping ability.

How to Rebound

The first thing a player must do is to get closer to the basket than his opponent. After gaining position, spread the feet apart, keep the body low, back straight and head up. If possible try to keep the opponent behind you. Spread your elbows to make it difficult for the opponent to get around you. Timing the grab is important. The player should be at the peak of his jump as the ball is descending from the rim.

When rebounding a player grabs the ball firmly and securely. He spreads his legs and arms in a wing-like position so opposing players can not reach over the body to get the ball. The ball is snatched from the air with authority, pulled down, and protected with the body. Whenever possible defensive rebounders should pass the ball out from under the board, instead of dribbling. A stolen dribble in this area is almost always converted into two points. Under the offensive board all rebounds should be taken back up immediately for a shot attempt.

Tips on Rebounding

-Establish your position close to the basket and in front of your opponent.
-Block out your opponent at every opportunity.
-Crash the boards whenever you are in a front count spot and a shot is attempted.
-Jump as high as you can.
-Time your jump so that you are at your maximum height as the ball is on its downward flight.
-Catch the ball with two hands; one on top and the other underneath, so you won't lose possession.
-Protect rebounds with your entire body.
-Be aggressive and alert at all times.

E. Individual Defense: Man-for-Man

Developing individual defensive skill is analogous to building the foundation for a permanent structure. If the structure is to last, it must have a solid foundation. The same holds true for individual defensive skills. A team that is not well grounded in individual defensive skills, will not hold up under the pressure of today's basketball. This is a very broad and encompassing subject. With the space alloted here, we can only cover the major components of this subject which are extremely function and easily applied to our coaching situation.

The Stance

A good defensive stance involves the feet spread, knees flexed with the tail down, back straight and the head up. Normally the feet are spread about shoulder width apart. If a player can be comfortable and move with a wider stance, it is preferable that the feet are slightly further apart than the

shoulder width. The knees should be flexed, with the body weight evenly distributed on the base provided by the two feet. The degree of bend of the knees depends on the individual player. A low stance is preferred.

The back should be straight and the head up. The line of the back should be almost perpendicular to the floor, thus ensuring that the head will be up and the vision will be increased. The body weight should be evenly distributed on both feet, thus affording movement better in any direction. A common defensive error in stance occurs when a defensive player raises his butt, thus bringing his back to a point horizontal to the floor, thus lowering his head. Players must keep their hands above their waist line. Results are most important; a player should use the stance which is most effective for him.

Defensive Footwork

Footwork is the essence of defense. A player must be able to move to play defense. As a coach you should continually stress good defensive footwork.

Approach Step:

This step involves a situation in which a defensive player find himself some distance away from his assigned man when the offensive player receives the ball. The first concern is in approaching the offensive player is that he does not drive to the basket. In this situation it is better to give the outside as opposed to a drive to the basket. Generally, when approaching his man, the defensive player should approach on the sideline or baseline side of the offensive man. If the offensive player drives, he should be forced back to the middle and toward defensive teammates that can help.

Attack Step:

Another situation requiring basic defensive footwork exists when a defensive player finds himself in a normal position guarding a player in the scoring area (within shooting range) who has not dribbled the ball. Should the offensive player fake a shot, or a drive, the defensive player must not react in the direction of the fake, on a faked drive the offensive player should back up. The defensive problem is prevented or pressuring the shot on one hand, and at the same time, preventing the drive. The key to the defensive movement in the position in which the offensive player is holding the ball. If the ball is moved to eye level or shooting position, the defender moves close into the potential shooter. This footwork is called the Atack Step. The attack step is executed by taking one hop toward the offensive player, keeping the same foot forward, and making certain that the feet stay close to the floor. The defender is now close to the offensive player in a staggered stance, with his ahnds raised at a 45 degree angle, knees still flexed. This is a pressure position against the shot.

Retreat Step:

If the offensive player moves the ball to lower level - a driving position - the defender keys on the movement and executes a retreat step. This step involves hopping back to a normal defensive position again. The feet must remain close to the floor during the execution of the retreat step.

Guarding the Dribbler

The primary rule in guarding the dribbler is do not let him beat you. The amount of pressure applied to the dribbler is dependent upon:

-Quickness of the defensive man, as opposed to the offensive man.
-Floor position
-Team objectives

In reality, all that is required of a defensive player guarding the dribble is that he stay between the dribbler and the basket.

Defensive Screens

Defending screens is a technique that all players should master. One very simple technique, but effective follows:

-If screening player to your left, take a long step with the right foot and spin toward the player that forms the screen.
-As you spin, go into a semi-crouch position with your knees bend and your feet spread wide apart. One foot should be back and other extended forward.
-The weight should be on the balls of the feet, and the head up, for vision.
This technique is called sliding behind. (See Appendix, Diagram #3)

Over the Top, or Fighting Through:

One of the most common methods of defensive screens on the point of the ball is referred to as over-the-top, or fighting through. These terms refer to the path that defensive players guarding the man driving off the screen. The phrase means to go over the top of the screen. (See Appendix, Diagram #4) Fighting through further indicates that the task will not be easy, the defensive player must literally fight the screener in order to attain the desired path, at times.

Switching:

Switching defensive assignments is another technique for dealing with screens. This method of defensive screens gives the defense an opportunity to apply pressure to the dribbler more quickly than the two previous methods. The switching technique demands greater communication, concentration, and better execution and timing. (See Appendix, Diagram #5)

F. Defending the Jump Shooter

The most prevalent shot on the floor today is the jump shot. Therefore, defending this shot is a technique that all players should master. In defending the jump shot all that really is required is that the defender man force the shooter to shoot his shot higher than normal; if this is done, the shot will be missed a high percentage of the time. Execution of this technique is as follows:

-The defender must be within defensive range before the shot is attempted.
-As the shooter begins his shot, the defender should jump as high as possible with one hand held directly in front of the shooter's push hand.
-This forces the shooter to raise his shot, thus throwing off his normal release. This is enough to cause most shooters to miss.
-This technique also cuts down on defensive fouls.

G. Use of Hands

A defensive player's hands are vital tools in his defensive arsenal. Most coaches overlook the importance of instructing their players in the use of their hands. Here are some important points that all good players should be exposed to:

-When defending a player who still has his dribble, the defensive player keys his hand position on the ball.
-A steal-situation is a situation where the ball handler brings the ball between himself and his defensive man. This is the only time when an attempted steal is appropriate.
-In an attempt to steal the ball, always attempt to slap the ball away from the dribbler's free hand, and go at the ball.
-Slap at the ball when it is between the floor and the dribbler's hand. The dribbler has no control of the ball at this point.

H. Team Defense

Due to the fact that team defense is dependent upon the coach's philosophy, we will discuss team defense in generalities only. Some general principles are:

-Each player must know his defensive responsibilities, and his teammates defensive responsibilities.
-A player should be positioned according to his defensive capabilities.
-The players must know the defensive team's objective.
-Generally in zone defenses, your point people in zone defense are generally your most mobile and agile players, your guards.
-In zone defense formations, the hands are generally help up to prevent across the zone formation passes.

-In zone defenses, the best rebounders are generally placed close to the goal.
-For rebounding effectiveness, each area on the goal's side and the front should be covered by a player, thus forming a "defensive triangle".
The appendix contains diagrams of the most frequent zones, figures #5-7.

I. Individual Offense

A phase of the game which is totally dependent upon the individual player's offensive skill level. If a player is to be effective on offensive, he must be well grounded in his offensive fundamentals. Again, we will not discuss individual offensive strategy since the subject is too large for this space.

J. Team Offense

A team's offensive system is structure around the talents and abilities of the individual players on that team. As a coach, your responsibility is to know your players, to know the game, and to be able to structure an offensive system that will allow your players to function efficiently and effectively. We will not discuss individual offensive systems; they are too numerous and varied to mention. The key to any team's offensive system is the coach - the team leader.

Appendix

Diagram #1

Defensive player X
Offensive player O
Path of player →
Path of pass - - ->
Path of dribbler ~~~>
Screen —(
Double screen >—<
Position of ball O
Coach, or manager □

Figure #2

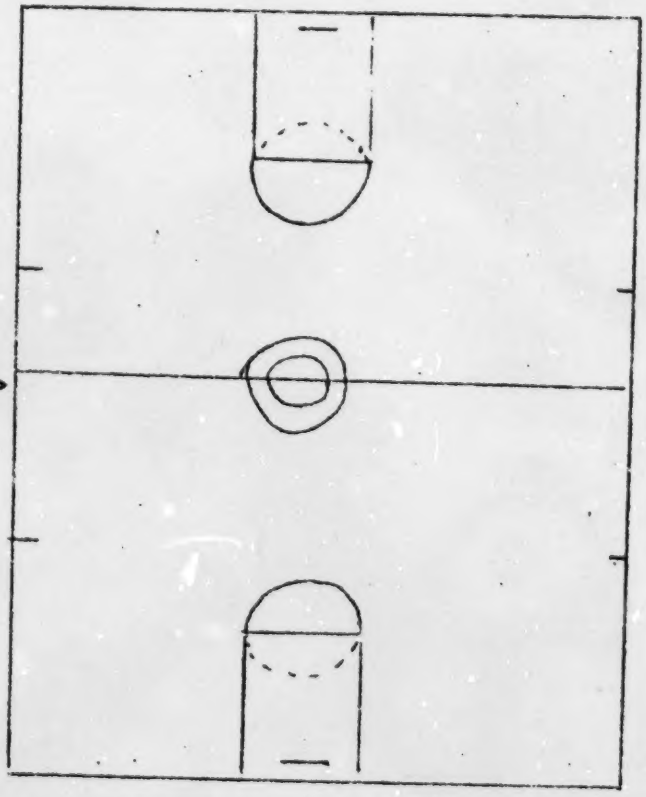
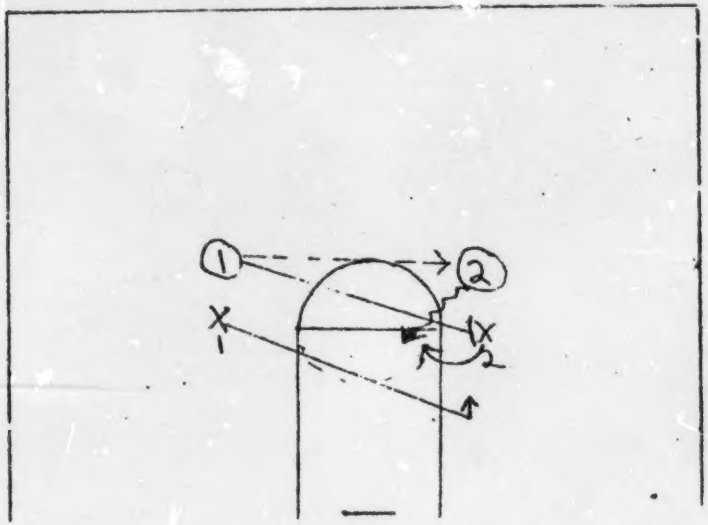


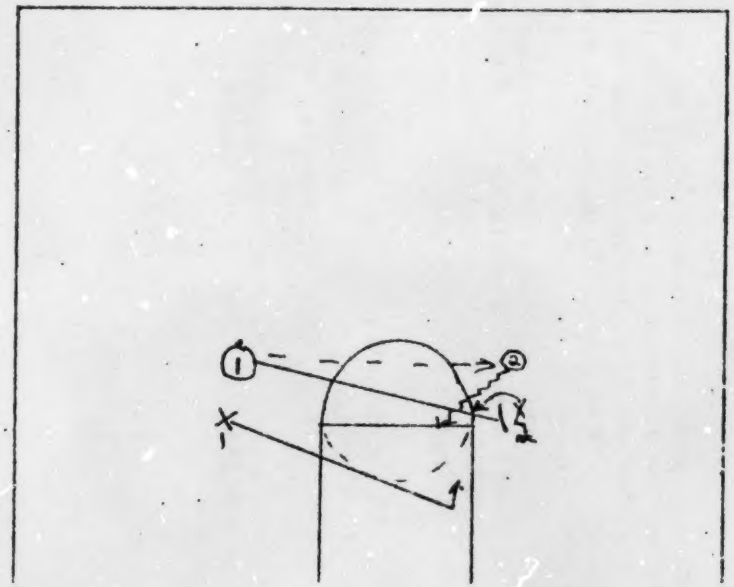
Diagram #3 Sliding behind the screen



① passes to ② and moves to set a screen on ②'s defensive man, X2. As ② drives off his screening teammate, ④. X2 in covering ② must take the path between screener ① and his assigned man ②. X1 should communicate to X2 that a screen is forming.

Diagram # 4

Fighting through, over the top



F-88

F89

① dribbles to screen formed by Teammate ②. Defensive player X2 switches from ② to ①, as X1 takes ②, who was originally X2's man.

Diagram #5, Switching against screens

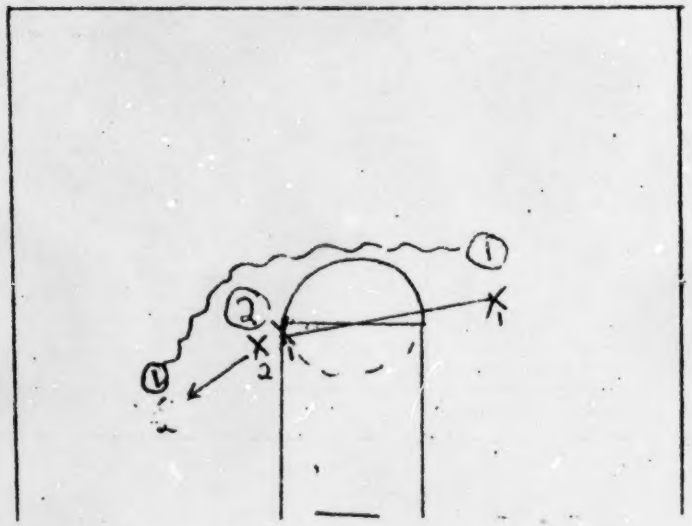
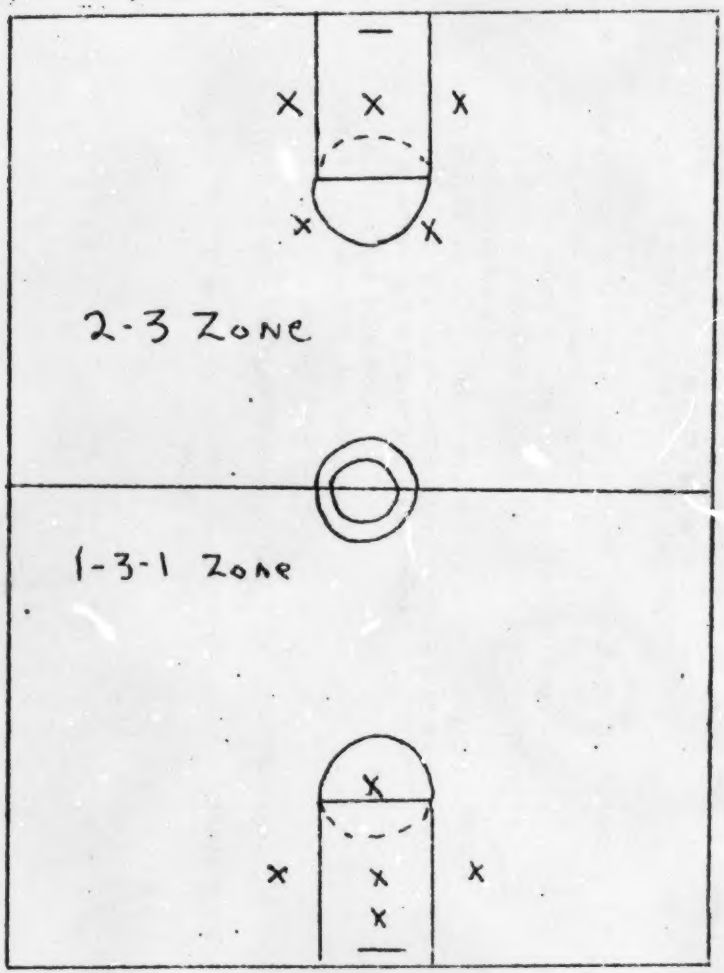
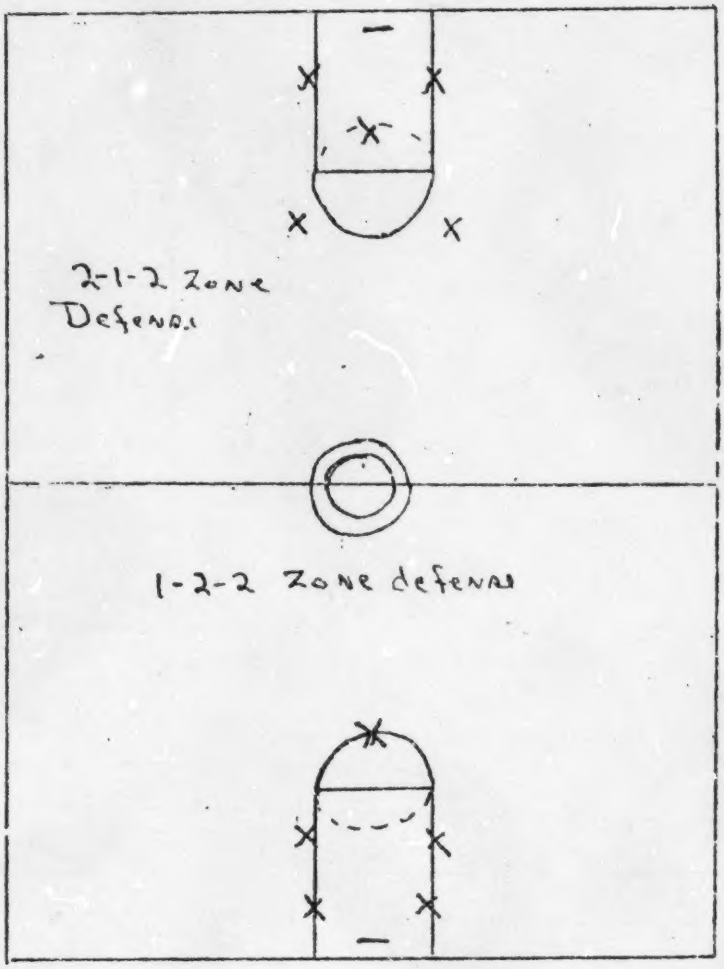


Figure 6



F90

Figure 7



Lenny Forti
Woodland and High Point Elementary Schools, Fulton County Schools

Using the Positive Approach for a Striking Progression

I. Positive Approach Concept Formation
   A. General background information
   B. Why a positive approach

II. Positive Approach as a Teaching Technique
   A. Creating a positive climate for learning to occur
   B. Developing an individual and class relationship
   C. Patience and empathy
   D. Breaking the movement down to create initial success
   E. Reinforcing each successive positive action
   F. Knowing when to ignore inappropriate behavior
   G. Importance of equipment selection in creating successful skilled movements

III. Teaching a Striking Progression in Volleyball
   A. Using balloons to initiate success
   B. Light plastic balls to begin teaching the volleying and serving skills

Balloon Tapping Helps Initiate Striking Success

The teacher guides the skill progression to insure that the child achieves initial success. Movements are then added successively to develop new dimensions and skill levels as each level is successfully demonstrated by the students

An Example Lesson: Volleying Skill

(Teacher initiates) Can you...

1. Tap the balloon up in the air with one hand; now try the other hand.
2. Tap the balloon higher and higher.
3. Tap the balloon up in the air simultaneously with two hands.
4. How about higher and higher with two hands.
5. While tapping the ball up in the air with two hands, can you move so that the center of your body is directly under the balloon as it floats down.
6. Tap the balloon up on a low level.
7. Tap the balloon up on a medium level.
8. Tap the balloon up on a high level.

Using Light Plastic Balls to Begin Teaching the Volleying and Serving Skills

Volleying Skill

1. Partners take turns tossing the ball underhanded up in the air to each other (above head level).
   Begin having the ball tapped back to the tossing partner.
   Work on tapping the ball up higher and higher.
   If you notice students only tapping the ball up with one hand challenge them to tap it with two hands
2. Place a rope between the two partners and see if they can toss and tap with two hands back and forth across the rope.
3. Now begin having the partners tap the ball back and forth without tossing it underhand.
4. Using a low volleyball net try and tap the ball back and forth across the net.

Serving Skill

Place a rope between two partners.

1. Have the partner with the ball hold it in one hand and strike it with the other so that it goes across the rope to the other partner.
2. Work on striking the ball with different parts of their hand, i.e., open hand, fist.
3. Try striking the ball with different arm motions - underhand, overhand.
4. Try positioning feet in different patterns - sideways, one foot forward and other back.
5. Work on striking the ball with more force.

Teacher responces may be necessary to help aid in individual student's success.

1. Can you hold the ball steady?
2. Can you watch the ball as you strike it?
3. Did you strike the ball with enough force?

When individual students are successfully serving the ball back and forth across the rope, allow them to try it over the volleyball net.

Dexter Mills
Garrett Middle School, Cobb County Schools

Fitness Ideas as Related to Activities (4-8)

This session will deal with aerobic fitness ideas and how to integrate them into established curriculum.

Thomas M. Doyle
Brockett Elementary School, DeKalb County Schools

Sixty in ONE Class? HELP! Ideas in Handling Large Physical Education Classes (K-7)

I. Brief history of Tom Doyle x large classes.

II. Where am I now?
   A. Curriculum
      1. Primary level
      2. Intermediate level
      3. Upper level
   B. Scheduling: Do you have a hand in it? I do.
   C. Class organization and activities
      1. Primary
      2. Intermediate
      3. Upper

III. Where am I going
   ? ? ? ? ?

IV. Question and answer.

Robert W. Moore
Health and Physical Education Supervisor, Cobb County Schools

How to Design, Plan, and Implement an Educationally Sound Middle School Physical Education Program

Presently, many physical education programs comprise activities which are randomly selected each year. This is generally done without much thought as to program continuity over a twelve year span, or without sensitivity to a broad balanced program of experiences which would eliminate too much repetition and activity omission. It is an injustice to youngsters and certainly educationally unsound to thumb through an encyclopedia of sports activities from A to Z, select certain activities each year and call that a curriculum. Mathematics teachers do not arbitrarily decide each year which mathematics activities to teach. They follow a systematic approach.

Activities in the middle school physical education curriculum should be organized into some pattern or progression so as to provide a comprehensive well balanced program of experiences which build on the fundamental skills learned in the elementary years. The middle school program of experiences should then serve as a spring board for the refinement of skills in high school and stimulate life long interest, enjoyment, and participation.

If the middle school students are in their formative years they should be exposed to many varied experiences. One systematic approach is to provide for annual exposure to activities in each of nine major areas: fitness, combatives, aquatics, lifetime sports, recreational games, outdoor education, gymnastics, rhythmics, and team sports. Representative activities from each of these thrusts can serve as the basis for annual instruction with flexibility for additional activities or extended units as desired.

COBB COUNTY MIDDLE SCHOOL
PHYSICAL EDUCATION CURRICULUM GUIDE

The following curricular outline shows the required activity units by grade. Annual instruction of each unit shall be for at least 10 class periods. The remaining instructional time each year may be used to provide longer exposure to the required units or the addition of other activities to fulfill instructional needs.

Curricular Area	Grade 6	Grade 7	Grade 8
Fitness *	Introduction to Fitness (values, components, cautions)	Endurance Development (jogging, aerobic dance)	Strength Development
Combatives	Wrestling (boys) Individual combatives (girls)	Safe Wars (bataca, jousting, boffing)	Self-defense
Lifetime Sports	Wall Ball (handball, paddle ball, racquet ball)	Net Activities (tennis, badminton, pickle ball)	Target Activities (golf, archery, bowling)
Recreational Games	New Games (earthball, ultimate frisbee, loco ball, hunker hawser)	Recreational Games (croquet, shuffleboard, table tennis, horseshoes)	Adventure Activities (initiative games, adventure/challenge/risk experiences)
Outdoor Education	Cycling	Orienteering	Backpacking/Camping
Gymnastics	Stunts (individual, group, pyramids)	Gymnastics and Tumbling	Gymnastics and Tumbling
Rhythms and Dance	Introduction to Rhythms (manipulative experiences: balls, ropes, hoops, wands)	Rope Skipping	Folk/Square/disco Dancing
Team Sports	Soccer	Track and Field	Volleyball
Testing	AAHPER Fitness Test (Pre and post test)	AAHPER Fitness Test (Post test only)	AAHPER Fitness Test (Post test only)

*Students at each grade level will utilize a textbook for fitness instruction. The current text is Fitness For Life by Corbin and LIndsey, published by Scott Foresman, 1979.

In the Cobb County School system, physical education teachers using the nine major areas as a framework established one mandatory activity in each area annually. Each unit must be taught for at lead ten (10) class periods. In a daily program such a schedule would utilize ninety (90) days. This allows instructors approximately one half of the school year to extend some units beyond minimum time or add other activities desired by the students or of special interest and ability of the instructor. This flexibility maintains a comprehensive approach without major area omission and yet does not eliminate the creative abilities of instructors.

An example utilized by Cobb County Schools in the lifetime sports through was to conside all lifetime sports. There seemed to be three polarities - rebound sports such as racketball, handball, and squash; net activities such as badminton, tennis, and paddleball; and target activities such as golf and archery. It was natural then to offer all students exposure to each type of lifetime sports over their three year middle school experiences. The result was that sixth graders take Wall Ball (exposure to rebound ball activities), seventh graders take a Net Activity, and eighth graders take a Target Activity. The representative activities in each area were selected through a cooperative endeavor between supervisors, teachers, and others.

In the first year of operation each school was asked to implement at least six of the mandatory activities at each grade level. This allowed one year to provide staff development in areas not heretofore taught. By the second year the second year the middle school curriculum was fully implemented.

Cobb County Middle School Physical Education Program

The middle school physical education program coincides with the overall middle school philosophy: that of (1) individualization, (2) exploration, and (3) transition. The point of departure for this physical education program is an understanding that most youngsters will have been exposed to the Cobb County elementary school program where an emphasis has been placed on the development of fundamental human movement skills i.e. object handling pattern development, body handling pattern development, rhythmic coordination development, and physical development to at least functional levels of fitness.

The aim of the middle school physical education program is to allow each student to explore the world of sport and adventure activities and to provide assistance in finding activities with appeal to which each may be suited. The high school curriculum will facilitate the refined interests in greater depth. This process and continuity will help maintain interest and involvement and should foster a desire for wholesome leisure-time experiences in the post school years.

The total middle school physical education program is made up of two parts: (1) the instructional activity program conducted during the regular school day and (2) the intramural activity program offered both before and after school. The instructional program highlights a broad exposure to the world of sports and adventure activities expanded over a three year period of time. Each year's experience includes a comprehensive, balanced, and non-repetitious program of activities drawn from eight curricular areas: fitness, combatives, lifetime sports, recreational games, outdoor adventures, rhythm and dance, tumbling and gymnastics, and team sports. The intramural phase serves, to a great extent, as the laboratory part of the physical education instructional class. Both endeavors are aimed at meeting the needs of the entire student body.

Interscholastic athletics is not part of the middle school program. Most authorities in the field of physical education concur with the American Medical Association (AMA) that interscholastic athletic programs are not educationally sound for young people of middle school age. An abundance of research points out that students are not physiologically and emotionally ready to engage in such

athletic competition at this time in their lives. The Cobb County Schools support the endorsement of the American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD) and the AMA that interscholastic athletics not be conducted before students reach nineth (9th) grade. This allows the middle school staff to focus their complete attention on the needs and interests of the total school population.

Community recreation programs sponsored and conducted by non-school organizations are available for those who still wish to engage in athletic programs of a highly specialized nature. The middle schools will continue to cooperate with these non-school related activities through sharing of facilities after completion of the daily educational programs.

Kenneth Carter
Physical Education Consultant, Marietta City Schools

Motivating Kids through "Bouncing Basic Skills"--with Hoops

Motivating kids can be done in many different ways by many different teachers. To motivate children, one must first have all the tools to do an effective job. One must first have a creative mind, adequate space, proper and effective use of equipment, organization and purpose.

Hoop motivation begins in the early grades and progresses through each grade level. The approach I am presenting is one that has worked for me, and the students in my system. The approach with hoops can be expanded and adjusted to meet the needs of your school program.

GRADE LEVEL: 1-3 with variations according to grade levels.

FORMATION: Scatter, line or any zig zag formation. There is always the teacher's choice of formation according to space.

TERMINOLOGY: Bouncing, hopping or jumping.

AREA OF CONCENTRATION:

1. Keeping feet together
2. Landing on both feet evenly
3. Shifting body weight from front to back and side to side.
4. Observing individual space
5. Controlling body movement

DIRECTIONS: The students will hop on both feet at the same time in between and in the hoop. Allow the student to move freely but not to occupy the same space in the hoop at the same time.

AREA I. Place hoops evenly allowing equal space.

AREA II. Place hoops unevenly throughout the room or area allowing more hops between the hoops.

WAYS OF ENTERING THE HOOPS:

1. Front
2. Side
3. Back

DIAGRAM I. SCATTER HOOPS:

Directions: Hop on both feet in the space between and in the hoop. No two students should occupy the same hoop.

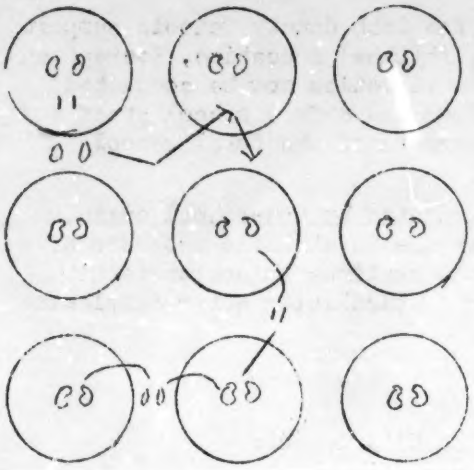


DIAGRAM II

DIAGRAM III

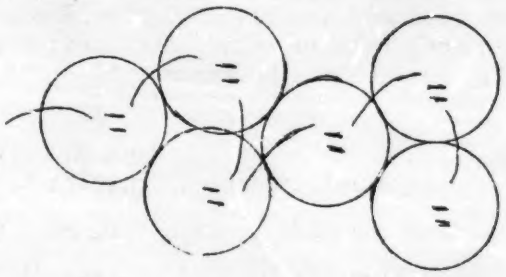


DIAGRAM IV
Front (1) and Back (2)

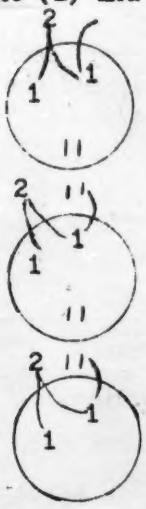


DIAGRAM V
Side (1) to Side (2)

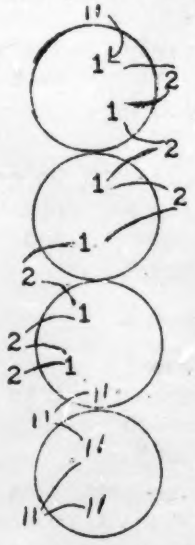
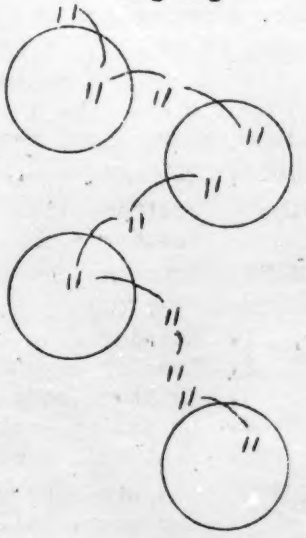


DIAGRAM VI
Zig Zag



GRADE 4-5 BOUNCING BASIC SKILLS

DIRECTIONS: The students will be using an eight (8) count bouncing drill to the tune of Georgiana Liccione Album 1-2-3-and MOVE. The record will be the HOP. Side A instrumental.

OBJECTIVE: The activity will develop body strength as well as creative movement. (Develop this activity in parts in order to give the students a rest and to think out the pattern.)

1.

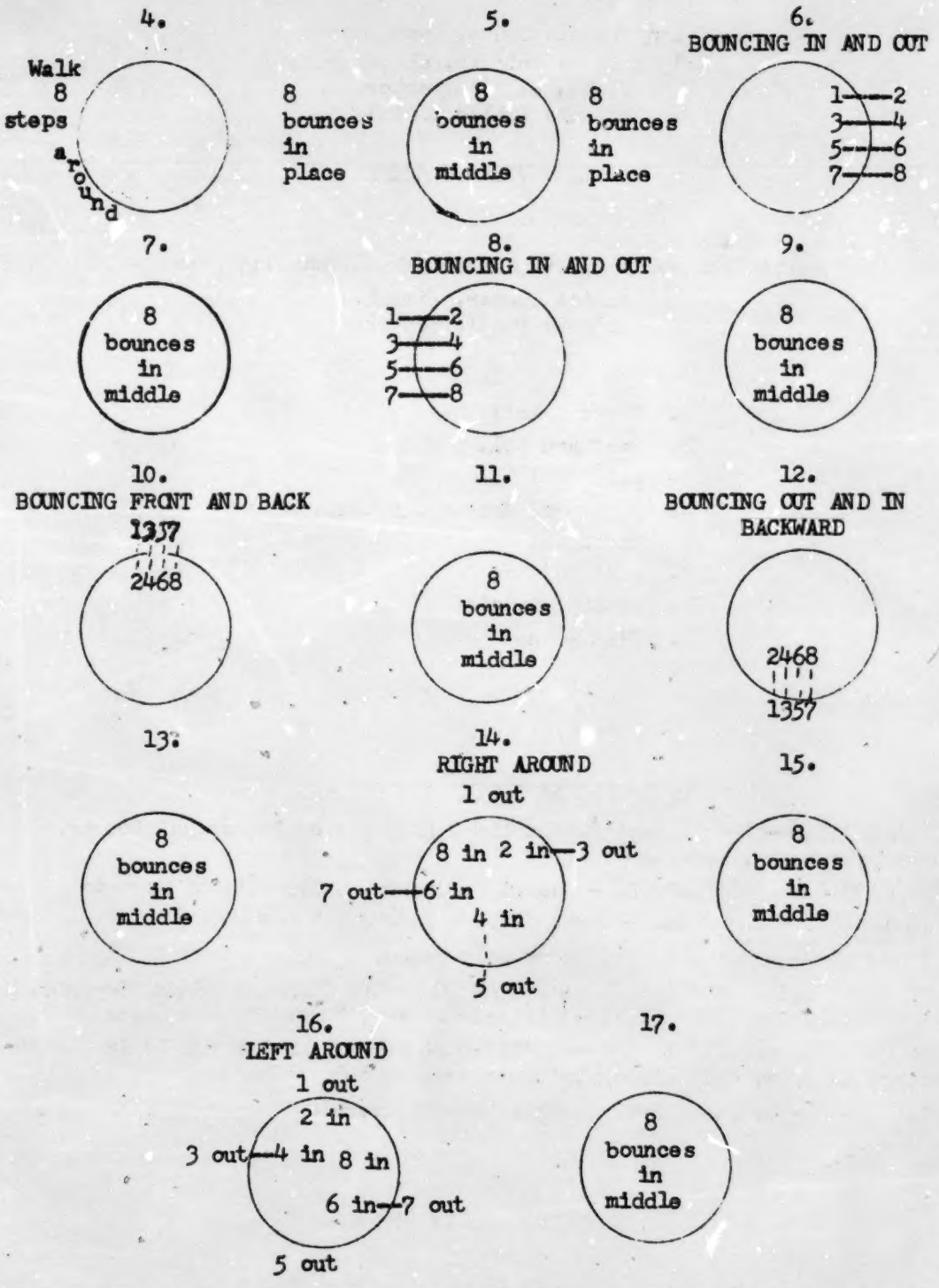
Begin 8 bounces in place — 8 in middle — 8 bounces in place

2.

Walk 8 steps around — 8 bounces in place

3.

8 bounces in middle — 8 bounces in place



This activity can be expanded to many different areas. The students have ideas, so use them.

The creative design: Kenneth Carter, Physical Education Aides and students of the Marietta City School System.

Long Middle School Dance Group
Valjeanne T. Grigsby, Choreographer
Vivian Hill, Director
Atlanta Public Schools

AFRICAN VILLAGE SCENE

Martin Luther King, Jr. Middle School Tumbling Team
Maurice Cooper, Director
Atlanta Public Schools

SKILLS

1. Forward Roll
2. Backward Roll
3. Dive Roll
4. Round-off Backward Extension
5. Cartwheel
6. Head Balance
7. Water Fountain
8. High - Low

OTHER FRIDAY TOPICS AND LEADERS

INTRAMURAL IDEAS (4-8) - Michael K. Phillips, Director of Intramural Sports, Emory University, Georgia

PREPARING MIDDLE SCHOOL TEACHERS - George M. Graham, University of Georgia

GYMNASTIC IDEAS (4-8) - Donna Stuart, Clayton County Schools

TENNIS IDEAS (4-8) - Don Schroer, Emory University, Georgia

CRISIS OF FIRST YEAR TEACHING: LEARNING TO WORK WITH CLASROOM TEACHERS—PROBLEMS AND POSSIBLE SOLUTIONS (K-7) - Richard E. Warr, Fulton County Schools

TAKE WHAT YOU KNOW AND LET IT GROW—EDUCATIONAL GYMNASTICS FOR THE EARLY GRADES - Barbara H. Wyle, Holy Innocents' Episcopal School, Atlanta

GOLF IDEAS (4-8) - B. Jane Hart, Georgia State University